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Elimination of Waste.

By Supt. P. W. Search, Holyoke, Mass.

The spirit of the age is one of economy—how to reach results with the least expenditure of energy, time, and general resources. The central aim in the scientific and mechanical world is to get rid of waste—waste in movement, waste in time, waste in energy. Shall not this great spirit of economy be carried into the school? The education of a child and even of a man is unnaturally expensive. With all the excellence of our educational system it has its attendant weaknesses which should be corrected. We must find our way to the elimination of waste, so that a year of a child's time may count for a year of golden opportunity.

Elimination thru Organization.

Now, in what way may this elimination be accomplished?

1. In school control—responsibility for school management must be centralized. A school system is really a very complex affair and calls for specialized training and experience, and for unhampered opportunity. The superintendent must be the head of his schools. He must be in position to immediately correct weakness and to make effective his plans. To that end the school committee must stand out of his way. They have something else to do.

2. The superintendent must be first of all an educator. As a rule he comes to his position without specialized training. He should be tied less to the slavish demands of office detail and have more time for personal culture. The superintendent needs wide horizon. He should bring to his teachers the great central principles which are to underlie the work of the schools, but there his usefulness largely ends. He has no business with details in teaching; these belong to the teacher. The great tendency is to over-gradation. He has no business examining pupils; he should examine schools. The most dangerous person about a school is the superintendent trying to keep everything in a line. He must give his teachers opportunity. The superintendent must stand out of the way of his teachers.

3. It is the mission of the teacher to bring sunshine and inspiration to the pupil; to find for him a key to interest; to set the machinery of his life in operation; to direct him along the line of self-activity; but there the work of the teacher ends. Education is from within; it cannot obtain by external veneering. Our schools and colleges are over-instructed. There is too much teacher and too little of the creative child. The teacher must respect the sacredness of individuality. God never intended all minds should be alike. Man's highest possibilities in achievement must demand individual opportunity. There must be elimination of much of class method, the passivity of the many while listening to the few, the marking of time, and the substitution of the teacher's effort for the child's. The greatest thing a child gets from his teacher is not subject matter, but contact with a great personality. There must be elimination of the poor teacher who insists on only one kind of results.

School-Room Policy.

4. True education demands that the school shall fit the child and not require the child to fit the school. Much of school-room policy requires the child to leave his natural life at the door of the school-room and confronts him with the blighting curse of uniformity. Education must take on more of nature. The schools must be transformed into gardens where the child grows, develops, and is trained by more natural processes.

There must be the elimination of dead time. Any procedure which calls on one to wait while another is qualifying is bad. It is morally wrong to hold one or more pupils back because others cannot keep up. It is equally bad to require a good part of the class to sit passive while a few are reciting. If this dead time could be eliminated, we have time and to spare, without asking for the performance of work out of school hours.

There must be the elimination of overcriticism. The child learns by doing and his second effort is better than the first. Certainly he should have the benefit of the teacher's judgment, but such help should be suggestive, not arbitrary. Over-criticism checks creation and creation is the height of all school missions.

There must be elimination of the arbitrary in government. The child must be trained to right choice, to right action. There must be elimination of the valueless in examinations. The child should realize that the examination is his exercise and not for his teacher. It should be nothing more than any daily exercise. It should be broad, philosophic, ethical. The pupil who, with his books and helps before him, cannot be trusted to perform his work himself is still in the primary grade.

There must be an elimination of false incentive. The pupil must do his work from love for his work and because it is right. Anything else gives him a false objective and lessens his chances of permanent interest.

Enrichment of the Teacher.

How shall we secure elimination by enrichment?

We must enrich the teacher. How shall we enrich child-life when we are content with the teacher of narrow horizon and empty larder? It is absolutely essential that the teacher should be a person of broad, enriched, and enriching culture. The scholarship of the college graduate is none too great for the conduct of the primary school. The early education of a child requires the master mind far more than does any subsequent period of his life.

The child's teacher must be a person of great personality. Such an influence becomes everything to the child. One hour of association with a great personality is worth a week of ordinary school-room grind.

The teacher must have specific training for the work. Scholarship is much; personality with scholarship is more; but scholarship with personality and specific training is everything.

Individuation.

5. The school must be enriched by more intelligent study of the child. When saved from the incompetency and faddism which ever hang on the outskirts of true reform child study will move rapidly forward to two logical consequences:

(a) The determination of certain generalizations that will reshape the policies of schools along lines more in consonance with physical, intellectual, and moral health.

(b) The placing of tremendous emphasis on the doctrine of individualism in education. We cannot escape the issue—we must individuate.

Abstract of an address to the Rhode Island institute of instruction, October 27, 1898.

The Public High School:

Is it a Just Charge Upon the Public Treasury?

By FRANK A. HILL, Secretary of the Massachusetts State Board of Education.*

I have been asked to answer the question, "How far is the public high school a just charge upon the public treasury?" I shall have to limit my answer to Massachusetts, although, in the nature of the case, whatever answer may satisfy Massachusetts is likely to serve, in some measure, other states as well.

Cost of the High School.

If we bring together the expenditures for all school purposes, including new buildings and old, as reported in the latest school returns, then out of an average total tax for the state of $15.23 on a $1,000, we shall find that the amount expended for schools was $4.72, of which amount 91 cents was for high schools; or, if we exclude expenditures on buildings, which are subject to wide fluctuations in their annual aggregates as well as to great unevenness of division between high school and lower school purposes, and deal only with current expenses, we shall find that the amount expended for schools was $2.95 on a $1,000, of which 58 cents was for high schools. In other words, a little less than one-fifth of the money raised for public schools in Massachusetts is expended upon the high schools. If the thirteen grades of pupils in our public schools had the same number of pupils in each, and if the school money were equally divided among all the grades, the four high school grades would be entitled to four-thirteenths of this money, or a little less than one-third. As a matter of fact they receive, as has just been said, a little less than one-fifth of it. This is because the number of pupils falls off from the lower grades to the higher, so that, notwithstanding the greater cost of education in the high school, the four high school grades require much less money than any four grades below.

Spirit of the Question.

Now how far is this high school tax a just charge upon the public treasury? The form of the question seems to suggest that it is just for the public to contribute something towards the support of the high school, but that it is an open question precisely how large that contribution shall be. The spirit of the question, however, seems to require a consideration of the reasons why the high school should be treated as an essential part of the public school system and dealt with accordingly. Tho these reasons are old, it is well to review them from time to time to see whether they are sound or not.

Education a Just Public Charge.

For two centuries and a half Massachusetts has clung most tenaciously to these two fundamental thoughts (1) that every child—the humblest as well as the proudest—is entitled to a fair education; (2) that the cost of this education is a legitimate public charge. These principles are deeply intrenched in the universal conviction; they have found splendid expression in the supreme law; they are woven as unbroken strands into the substance of her history.

The High School in Legislation.

When we leave education in general and think of secondary education in particular, we shall have to say that, so far as legal or technical justice is concerned, the high school tax as well as the general school tax is a just charge upon the public treasury. That is to say, there has never been a time since 1647 when the laws of Massachusetts did not require certain towns to maintain at public expense grammar schools, *i. e.*, college preparatory schools, or their modern equivalents or successors popularly known as high schools. It has not been simply the legal right of these towns to tax themselves for the support of secondary schools, but it has been their legal duty to do so; and towns were not rarely "presented," as the old records run, and fined for failure to discharge this duty.

The High School and the Constitution.

And when Massachusetts became a state the people took pains to clinch this policy of colonial and provincial times by putting into the constitution these words: "It shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns." In other words, the ancient and historic grammar schools that taught Latin, Greek and mathematics, with such minor variations in the curriculum as the people saw fit to make, and that were supported at public expense, were specifically mentioned by the people in that "solemn and mutual agreement" as schools which legislatures are constitutionally bound to cherish. In response to this duty, imposed upon them by the supreme law, our legislatures have again and again made requirements relating to grammar or high schools, while the towns, within the realm of local control, have, in numerous instances, gone far beyond the letter of such state requirements.

An Undemocratic View.

To be sure, we now and then hear it said that the merest elements of an education will do for the toiling millions. Why should humble John Doe go to the high school? It is enough that he can read and write. What more does he need for plying the hoe or pushing the plane? To fill his horizon with tantalizing mirage effects, to fire his plebeian soul with vain longings, to sow discontent in his simple life, to train him to impatience under his natural leaders,—in short, to school him above his station,—this is bad both for John Doe and for the community he should serve. Training the masses beyond their station! It is high time that under a popular government like ours the use of this word "masses" in any sense that excludes the user from the masses of which he speaks or that prompts him to say "they" and not "we" should cease. Who are these superior beings that presume to sit thus in judgment upon their fellows, to assign them to classes, according to their high pleasure, to set for them metes and bounds beyond which they shall not go? By what right, under our form of government, does any human being dare to say that I must grovel while you may aspire, that the primary school must suffice for my children while the university is for yours, that I must serve while you must rule? A believer in an aristocracy, a monarchy, the divine right of kings may, perhaps, consistently venture to dispose of you and me, of yours and mine, in this summary way, but not a believer in a democracy, a republic, the divine right of the people. Indeed, article six in the Massachusetts declaration of rights records the deliberate and carefully expressed conviction of the people that "the idea of a man born a magistrate, lawgiver, or judge is absurd and unnatural."

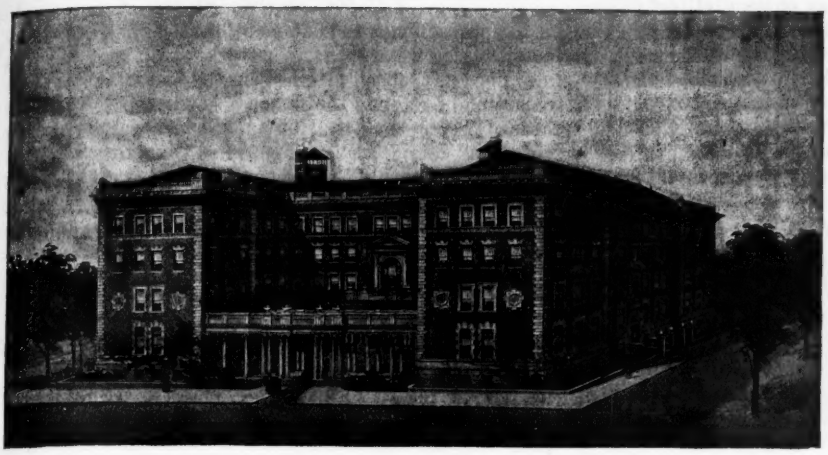
Freedom of Choice a Basic Thing.

And so freedom of choice, when the question of what one's life work shall be comes up, is a basic thing in government by the people. Upon the wisdom of this choice turns the welfare of each unit in the state and therefore of the state itself. So vital is the connection between the individual's choice and the state's integrity, so essential to wisdom of choice is one's awakening to his own capacity and one's vision of the prizes that are possible to such awakening, that no state can afford to suffer its children or any portion of them to grow up without this revelation of themselves to themselves and without this stimulus from the splendid visions of a larger usefulness and a finer happiness.

Total Result of the Policy of Freedom of Choice.

The total result of the process when people in general try to make something of the opportunities which are theirs

*From an address before the New England Association of Colleges and Preparatory Schools at Springfield, Oct. 15, 1898.)



Barnard College, Lexington avenue, and 120th street, N. Y. city. Lamb & Rich, Archs., N. Y.

under a wise government of their own is an uplift of the state thru the enlargement and stimulus of its members, and an uplift of its members thru the enlargement and stimulus of the state. It is the essence of democracy—this freedom of intelligent initiative and push by the individual along the lines of his taste or capacity, a freedom that permits him to rise from the lower plane to the higher, if he can and will. So good a thing is such freedom for the individual and, therefore, for the state, that the public should spare no pains to keep the avenues of ascent open. If free public education of a high order keeps these avenues open,—and with all its imperfections it seems the wisest scheme for this purpose that human ingenuity has yet succeeded in devising,—that settles the wisdom of having it.

A Legitimate Inquiry.

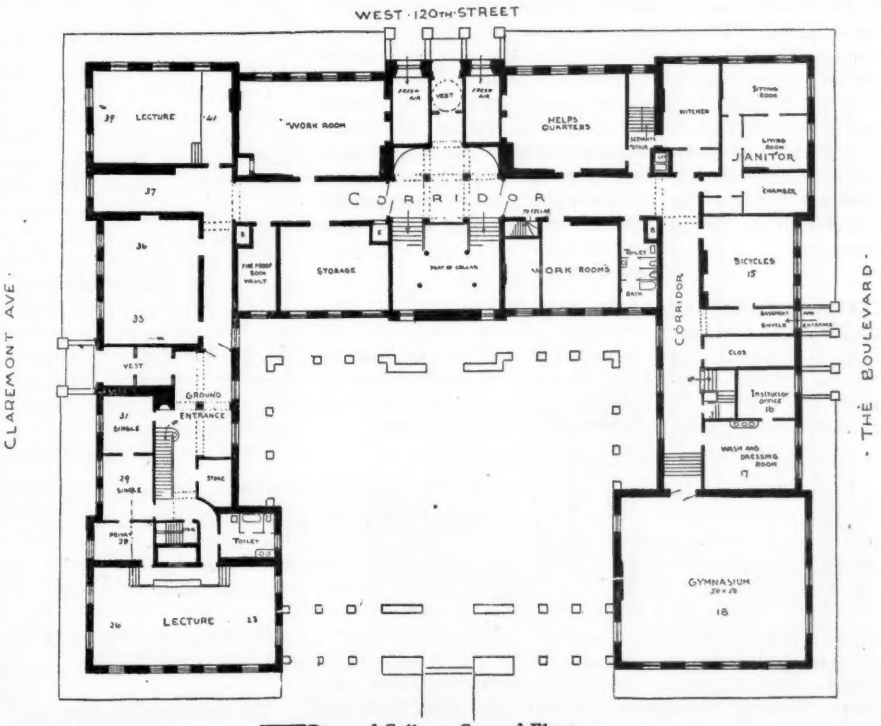
If, however, the justice of the high school tax in its constitutional, legal, and judicial aspects is beyond question, it is still legitimate to inquire whether the public is receiving what it ought from its high school expenditure, or whether the high school is receiving what it ought from public taxation. Even if it should appear that high school results are too meager for the money that is paid for them or that the money paid for them is too meager to make the results reputable, it would simply follow, in the one case, that the money available for the high school ought to be expended to better purpose, and, in the other, that there ought to be more money available for the high school. In neither case would it be proper to call the high school tax unjust any more than it would be proper to call a highway or any other customary municipal tax unjust because it is too small or too large or because it is carelessly or corruptly used. We may affirm lack of judgment in such cases, which is an unintended injustice to the taxpayer, or even lack of honesty, which is an intended injustice to him, but such injustice is an avoidable incident in raising or expending the money, not a defect inherent in the nature and purpose of the tax itself.

Relation of a Tax to Ability to Pay it.

The relation of any tax to the people's ability to pay it, under our form of government, is dependent on the people's willingness to pay it; and this willingness, in its turn is dependent on the people's intelligent appreciation of the benefits the tax is supposed to bring. The tax should not be so heavy as to check production, to devour income, to extinguish ambition, in short, to kill the goose that lays the golden egg; but what its basis shall be, just what percentage of this basis shall constitute the tax, how the tax shall be distributed among the various purposes it should serve, how each portion of it shall be expended,—these, with scores of allied matters, are always likely to be open questions. In their nature they do not admit of exact, complete, and final answers. It is not what people casually say that must be taken as their true answers to these questions but what they directly or thru their representatives actually vote for. When the legislature in 1824 voted to exempt nearly every town in the state from maintaining a high school, this meant that, in the popular judgment of that time, the high school was an institution of so great expense and so limited service that only the largest and the wealthiest towns ought to be required to maintain it. When the legislature in 1891 ordered that every town should be required to provide its properly qualified children with free high school tuition, this meant that, in the popular judgment of that time, high school education was of so great and general value that, notwithstanding its expense, no child ought to be denied free access to it.

School Tax Not Excessive.

In short, our people are doing far more for education to-day than in 1824, and yet they are doing it more easily. The voice of the grumbler, I suppose, will never cease, but it is less often heard to-day than then. Here and there, indeed, we see a town that is pitifully burdened, paying



Barnard College, Ground Floor.

double or quadruple the school tax of its wealthier neighbors and yet powerless to command the schooling it ought to have. Such unevenness, whether of burdens or of results, is regrettable; the state does something to reduce it and should do more. Still the inequalities are not what they once were under the vicious district school system. It may be safely said that, whatever defects of taxation need to be remedied, the people as a whole are not excessively taxed.

High School Influence on the Schools Below.

Leaving these general thoughts, let me say that we may find ample moral justification of the high school tax not only in what the high school, at its best, is theoretically fitted to do for the youth of the state, but also in what the high school, with all its faults, is actually doing for them.

(To be continued.)

Color Books for Children:

Facts About Their Evolution.

By CHARLES WELSH.

Except for a slight eruption of Beardsley-Bradley-Ethel-Reed-ism the fashion in picture books for children has remained practically unchanged during the past ten or fifteen years. It may be interesting to take a glance at the history and evolution of the modern color picture book for young people.

Three Groups of Colored Picture Books.

There are few with soul so dead that they do not remember with affectionate pleasure the books which charmed and delighted them in those early days when the expanding mind was receiving impressions with a freshness and enjoyment which alas! so soon wear off in later years. And there are few who do not take a keen interest in the books which are being provided for the present inmate of the nursery and the school-room.

For the purpose of this article colored picture books for children may be divided into three groups representing the early, the middle, and the modern periods.

The Beginning of Colored Juveniles.

It is nearly a hundred and fifty years since the making of books for children became a special branch of the publishing business and it was not until fifty years afterwards that the art of the coloring was called in for their adornment. The pictures were for some time printed from engraved copper plates in outline and colored by hand—and with the revival of the art of wood engraving by Bewick and his school, this method of illustration came largely into vogue. For many years the engraver was instructed to cut his blocks for the juvenile books as boldly as possible, avoiding detail, so as to leave plenty of white space for the colorer to fill up. Stencil plates were also largely employed.

Want of Detail.

During the first half of the present century "the penny plain and two pence" colored principle obtained with nearly all the illustrated books for children and this accounts in some measure for the want of detail noticeable in many of the pictures, altho of course the engravers' art had not reached the perfection it later attained.

The Charm of Quaintness.

It is delightful to linger among these old fashioned books—which possess a charm that does not belong to the finished and more beautiful productions of to-day. The quaint dresses and the quainter attitudes, the prim, formal and didactic style of the writing, the oddity of the binding are all interesting and delightful. In turning over their pages we breathe the spirit of that quieter age—gone never to return—when no railway trains had cut up merrie England, when there were no telegraphs or telephones flashing messages to and fro—and when there was really time to live and move and enjoy existence.

The "Struwelpeter."

In approaching the middle or "Ante Crane and Caldecott" period we are met by a work which may fairly be described as "epoch making" in the history of books for children. I refer to the famous "Struwelpeter," Shock-headed Peter—by Dr. Hoffmann, which for nearly fifty years has retained an undiminished popularity. It is as crude as the earliest of the hand colored books of which I have spoken, yet it charms and delights every little one in whose hands it is placed and it will doubtless continue to be a favorite long after the finished and artistic productions of to-day are forgotten. The original German edition is still produced by stencil plates in the old fashioned way—and an attempt made some years ago in England to induce the public to buy a more artistic edition resulted in failure and loss to the publisher who was obliged to return to the old crude style. In Germany alone 30,000 to 40,000 copies are sold annually; in England and America it is a prime favorite—and it is translated into French, Italian and Spanish to the delight of the little ones of these countries.

The Toy Books.

The discovery of the art of lithography towards the end of the last century led to a revolution in book illustration on the continent of Europe, and later on it had its effect on books for the young. With the invention of steam lithography a complete revolution took place, and this marks the "middle period" of the history of color books. The productions of Routledge, Warne, Dean, and others who made colored toy books in enormous numbers and in countless varieties, flooded both continents from 1860 onward. The art in them was execrable and they were reproduced in the very crudest style of commercial lithographic printing. Of such are the old "Aunt Louisa" toy books which most grown-ups of to-day will recall.

Threshold of the Modern Period.

With the modern revival of art came better picture books for the nursery. The garish, crude, inartistic toy book was destined to give way to the sweet influences of Caldecott and Crane, and I need only refer to these to show that we are on the threshold of the "modern period." Walter Crane's first toy book was published in 1872, and Caldecott's series covered the years 1878–1885. For a while these two masters held the field against all comers, and by many their illustrations are believed to touch the high-water mark of excellence.

The Floodgates Opened.

It was the publication in 1879 of Kate Greenaway's "Under the Window" that opened the floodgates for the torrent of color books which is now annually poured forth. A careful examination of those which have been published year by year since that time shows but slight improvements in the mechanical part of the production and reveals the enormous extent to which each success has been imitated and plagiarized.

The Caldecott, Crane, and Kate Greenaway books and the famous "Holly Berries" by our own Ida Waugh were printed from engraved blocks and plates, but all the modern fine art color books, as the publishers call them, are printed by lithography, and most of them are manufactured in Germany, the illustrations being drawn by English and American artists and put on the stone by German lithographers.

American-made Toy-books.

These fine art color books for the nursery have had their influence on the cheaper ones of American manufacture—and the United States is now flooding Europe with toy books manufactured here which are far, very far, in advance of those of the middle period. The publications of one New York firm from penny A B C books upwards may be found in the remotest country villages in England, Scotland, and Ireland.

The subscription price of THE SCHOOL JOURNAL has been reduced from $2.50 to $2.00 a year.

School Architecture:

The Opinion of an Expert.

By GEO. F. LORING, ARCHITECT, BOSTON, MASS.

(From a paper read before the New Jersey State Sanitary Ass'n.)

Some one has said that a child may be regarded as a very sensitive hygienic instrument, responding quickly to changes and environment. Following this line of thought, I have made a study of school construction from the standpoint of hygiene, as well as architecture.

Sixteen years ago school buildings were erected with the idea that all that was required was the housing of so many pupils, protection from the weather, and so much floor space, all at the least possible cost. At about the time mentioned, I began an investigation of this subject, being assisted by a bright man who was principal of a school. Much has been written on this topic, but my observations are based on actual experience in this line.

Given a committee of fairly intelligent men, the first business instead of the last, which is the usual method, should be the selection of the architect. This should be done before any site for the proposed structure is purchased. The location at a suitable point within the school district for convenience and accessibility is acknowledged. The exposure of the school building is of utmost importance, and preferably the lot should face either to the north or to the south; the class-rooms can then be located on the southerly side of the structure without too long corridors.

Let in the Sun.

I am an advocate of sunny buildings for class-rooms; I do not agree with those who advocate northwest or northerly exposure, when you consider the number of days in the year when the sun is obscured; that the sun is nearly vertical over us at its highest point in the summer time; that for spring, fall and winter days the sun is necessary for health; that east and west exposures in the morning and afternoon are as bad, in the opinion of those with whom I differ, as the southerly, and that the amount of fuel necessary for warming fresh air for northerly rooms is by more at least four tons per room than for southerly ones. Sunlight is the only disinfectant which sustains man, while it kills the microbe. We all know the agreeable sensation of direct sunlight, and you cannot but agree, from the standpoint of health and economy, that my conclusion is correct. I believe that the body is of as much importance as the eye; with the windows properly screened against intense sunlight, by use of curtains to each window in two parts, with the rolls at the meeting rail, the top running up and the bottom one down, the light can be controlled.

The Proper Kind of Windows.

All windows in class-rooms should be square-headed, without transom tops, which cannot be properly curtained, and without the bar across the transoms, as they throw strong shadows over the desks. The light from the upper part of the window is most valuable, and should not be made circular or in the Gothic style.

Double windows, or four runs of sash, should be built in on the cold sides of the class-rooms; they have the advantage of preventing the frosting of the glass surfaces, and chilled air will not flow downward on the bodies of pupils that happen to be seated in the outer aisles. With double windows the wind pressure on the walls of the exterior does not affect the movement of the air in the heating and ventilating ducts.

The interior lighting of corridors and location of stairways can be disposed to best advantage with the style of the building mentioned.

The space surrounding a building, and within the bounds of the property lines, should be at least twenty feet.

A lot where the grade of the land falls, or so graded as to fall to the rear, is much the better for the basement and for access to the same.

Number and Height of Stories.

Except for high schools, no building should have more than two stories of class-rooms; by spreading the building over the ground, instead of vertically, we gain in breadth, architectural effect, lessen the danger to health of young persons by loss of energy climbing stairways and lesson the danger from panics; the additional cost of a building two stories high as to one of the same capacity three stories high is so small that it is not worth considering.

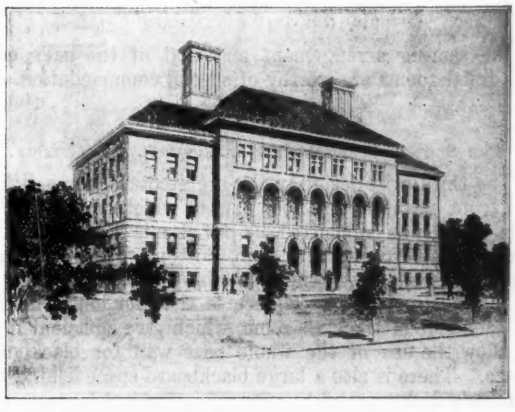
In fixing the heights of stories we are governed some by the amount to be expended; the proper height of basement should be 9 feet 6 inches to 10 feet; of first story, 13 feet; and second story, 12 feet. The light in rooms on the second story is always superior to that of the first, and we therefore increase the height of the story and of the glass surface of the first story to equalize same; in any event, the window heads should be finished to the top so no shadows can be thrown on the ceilings; the sill of windows should be 3 feet 4 inches from the floor. The proportion of light to floor area of class-rooms should never be less than one square foot of glass surface to six square feet of floor surface, and from experience I can say that this holds good for rooms thirty-eight feet wide, lighted from one side only. Within the limits of a city where adjoining buildings are about twenty feet from exterior walls, we should increase our glass in proportion of 1 to 5.

The Question of Light.

Every room should receive the direct rays of the sun for some part of the day. The special arrangement of curtains before mentioned I consider better than dusty and rattling shutters; the direct rays can be wholly or in part excluded, if desired; in direct sunlight the rooms up to the limit mentioned are sufficiently bright to allow the reading of extremely fine print without exertion; at other times the shades are not required.

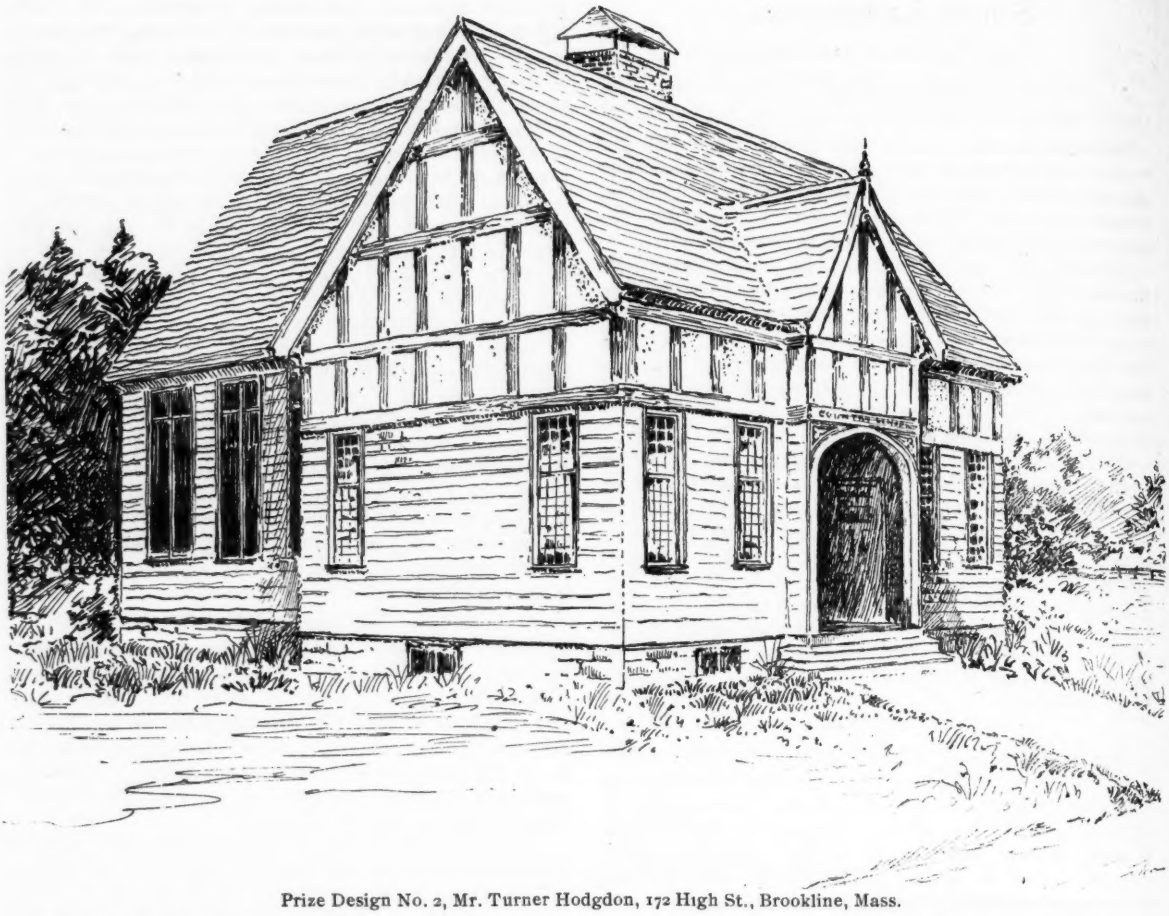
The worst light is from the front; the best light is from the left side or left side and back; as the teacher suffers from the light as well as the pupil, and is placed necessarily in the opposite position, I believe that the desk should be placed on the floor, in such position as may suit the individual taste, supplemented by swivel chair. The ceiling plays an important part in the distribution of light and should be white. I have used stamped metal ceilings painted white, but they are objectionable on account of the many shadows they throw; the paint soon becomes dull, and is not the equal of a perfect plaster ceiling for reflecting light; the walls are better for the eye if tinted. Nothing can be better for blackboards than natural slate, but the joints should be cemented together after being planed; the chalk receivers should be placed at a height of 2 feet 2 inches from the floor for small children, and not over 3 feet 4 inches high for high school pupils; blackboards should not be placed between windows, and from 30 to 40 feet in length is sufficient for any class-room; dustless crayons should be used; if common ones are used they should be wiped off with a damp cloth, and not with a dry brush. Slots in the top molding of the boards should be left for cards. Picture moldings should be placed everywhere.

(To be continued.)



State Normal School, Lowell, Mass.

Courtesy of J. B. Prescott & Son, Webster, Mass., Mfgs. of Morse Patent Wall Tie



Prize Design No. 2, Mr. Turner Hodgdon, 172 High St., Brookline, Mass.

A Model One-Room School-House.

Prize Design No. 2.

THE SCHOOL JOURNAL'S ARCHITECTURAL COMPETITION.

The accompanying illustrations describe the prize design in THE SCHOOL JOURNAL'S architectural competition for a model one-room country school-house. This design was submitted by Mr. Turner Hodgdon, 172 High street, Brookline, Mass. The arrangement of heating and ventilating apparatus and toilet rooms is a little more complicated than that in the design which received the first prize. The arrangement of seats, eight long by six wide, accommodating forty-eight pupils, is an excellent one. It brings the teacher's desk in front of an aisle, where it should be.

The lighting of the room might be considerably improved. It would be a better plan to have two windows in the rear, if there are but three windows on each side of the class room. The architect has sought to utilize the whole rear wall for a blackboard. In this respect the first prize design is preferable, placing the teacher's closet to the side, and using the entire wall behind the desk for a blackboard.

The seating arrangement and that of the halls, coat and toilet rooms are worthy of special commendation.

Prize Design No. 3.

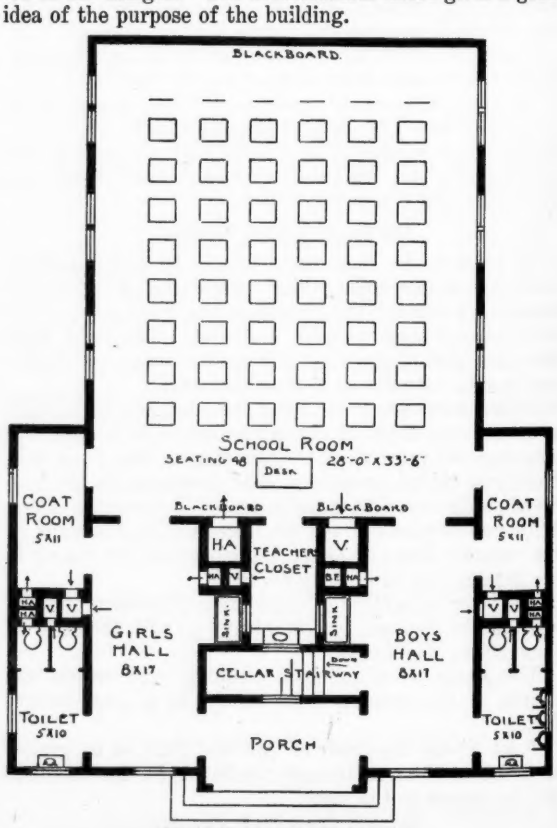
THE SCHOOL JOURNAL'S ARCHITECTURAL COMPETITION.

The third prize design in the architectural competition, the front elevation and floor plan of which are shown on this page, was submitted by Mr. Louis La Beaume, of the Boston Architectural club, Boston. Here again one notices a similarity to the first prize design.

A special point of excellence is the four long windows on each side of the class-room, which give sufficient light to allow the use of the whole rear wall for blackboard space. There is also a large blackboard space behind the teacher's desk.

The seating arrangement might be improved. Seven long and six wide would have seated just as many as six long and seven wide, and would have allowed the teacher to face an aisle, instead of a solid row of heads.

In perspective, this building is one of the most attractive of the designs. The architectural effect gives a good idea of the purpose of the building.



Floor Plan of Design No

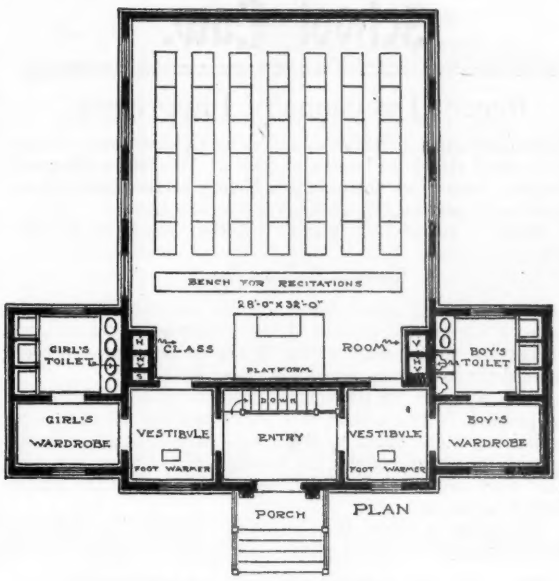
Second Prize Architectural Competition.

The success of the recent competition for the perspective and plan of a one-room country school-house was so marked that THE SCHOOL JOURNAL now announces another similar competition for the perspective and plan of a two-room country school-house. This is competition K in *The Brochure Series of Architectural Illustration*, Bates and Guild Company, 13 Exchange street, Boston, Mass. THE SCHOOL JOURNAL offers three prizes, $20, $10, and $5, for the three best designs. December 15 is the date for the competition to close. The award will be announced in THE SCHOOL JOURNAL either in January or February, 1899.

Conditions.

The conditions governing the contest are: The drawings are to be sent to the Bates and Guild Company, 13 Exchange street, Boston, Mass. They must be received on or before December 15, 1898. Sign each drawing with a pseudonym, not with a device; enclose your name and address in a sealed envelope, sent with the drawing, and bearing on the outside the pseudonym only. Ten cents in postage must be enclosed for the return of the design. Make drawings with black ink on white paper not over 11 x 14 inches in size. Drawings must show a perspective view, and also on the same sheet, a ground floor plan, drawn to one-sixteenth inch to the foot scale. The school is supposed to be in the center of a 100 x 100-foot lot, and about thirty-five feet from the street. The rooms must accommodate from forty to fifty pupils, with space in front of each for recitations. Proper cloak-rooms should be provided, with separate closets for boys and girls. Give special attention to heating and ventilation, and allow at least two hundred cubic feet of air for each pupil. Drawings must be forwarded in pasteboard rollers.

The prize-winning designs are to become the property of THE SCHOOL JOURNAL.



Floor plan of Design No. 3.

The strong support THE SCHOOL JOURNAL is receiving from superintendents, principals, professional teachers school boards, and the friends of education generally, has encouraged the publishers to reduce the subscription price from $2.50 to $2.00 a year. This, together with the reduction in the price of subscription, and the many important improvements planned for the current volume, ought to result in a still larger increase in the circulation.

"Educational Creeds of the Nineteenth Century" is the title of the book sent free to every subscriber to EDUCATIONAL FOUNDATIONS. You want it. Send $1.00 to E. L. Kellogg & Co., New York. Special rates to clubs.



Prize Design No 3. Mr. Louis La Beaume, Boston Architectural Club, Boston, Mass.

School Law.

Recent Decisions of Importance.

One's residence is where he has his established home, and to which when absent, he intends to return. To effect a change of domicile, there must not only be a change of residence, but an intention to permanently abandon the former home.

(State *vs.* School Dist., City of Superior, Neb. S. C., July 19, 1898.)

Recovery for Void Bonds.

1. The holder of a bond issued for the erection of a school-house, which is void because issued in excess of the amount allowed by satute, may recover if the school-house has been retained for continuous use by the school district.

2. In an action for the value of a school-house erected from the proceeds of such a bond, it is proper to allege the successive preliminary steps taken by the school-board in strict conformity with the act authorizing the issuance of bonds, so that the court may require such performance on the part of the school district as law and equity will permit.

(Livingston *vs.* School Dist. No. 7, etc., Dakota S. C., Aug. 31, 1898.)

Note: The court in this case said that, "a contract made by a school corporation which is unlawful and void because beyond the scope of its corporate powers, does not, by being carried into execution, become lawful and valid, but the aggrieved contractor and builder may disaffirm the contract, and sue to recover the value of what the school corporation has actually received the benefit of. It would violate the plainest rules of good faith to permit the school corporation, without any consideration, to retain every thing of value in exchange for a bond executed by itself in a denomination unauthorized; and while the contractor cannot recover on the bond, he is entitled to relief against it and pay for the house erected."

Maintenance of Separate Schools.

1. Where separate schools are established, as provided in the laws of 1890, an annual tax is required to be levied by the board of county commissioners in addition to the general county tax provided for in section 6,435, sufficient to maintain such separate schools. When a township, therefore, under the school laws of 1890 erected a school-house, paid teachers, and purchased fuel, for the support and maintenance of such separate schools, the debts incurred for such purposes are not a township liability.

2. A school warrant drawn by a county clerk on the county treasurer, in compliance with the provisions of section 6,412 of the laws of 1890, to be paid out of the moneys of the separate school fund to the treasury, not otherwise appropriated, does not constitute a township or school-district obligation

3. A holder of such a warrant cannot maintain an action thereon against the township or its legal successors, the school districts created out of said township.

(School Dist. No. 76, et al. *vs.* Capital National Bank, Oklahoma, S. C., July 30, 1898.)

Note: The bank had judgment in the trial court but the appellate court reverses the judgment on the grounds given above.

Validity of Contract.

The plaintiff contracted to teach a term of seven months. At the end of the fifth month she was informed that she could not collect the money under the contract for further services. She taught the remaining three months and then sued for her wages. The trial court decided against her, holding that she failed to prove a valid contract. On appeal this ruling is reversed and the contract held valid, under the following ruling:

1. Hill's Ann. Laws, provide that two school directors shall constitute a quorum; that any duty imposed on the board as a body must be performed at a meeting and made a matter of record, and that the consent of the board to any measure, obtained of individual members when not in session, is not the act of the board or binding on the district; and further provides that the directors, when employing teachers, shall enter into a written contract, to which the consent of both parties shall be given in writing. Notwithstanding this a contract properly signed by two directors and the teacher, tho not authorized of record or at a meeting, may, without action at a meeting and record thereof, be ratified by the directors drawing and paying orders for salary during part of the term of employment without protest.

2. Tho the removal of a school director from the district operates as a vacation of his office, yet, as far as concerns a third party, he will be consdered a defacto officer, he having assumed and continued to act in the capacity of a director.

(Graham *vs.* School Dist. No. 69, Oregon, S. C., Aug. 13, 1898.)

School Warrants and their Limitations.

1. Where the officers of a school district purchase school furniture and goods, and issue warrants in payment therefor, the owner of the warrant is not required to allege that the furniture and goods, were such as the board was authorized to purchase. If the board was not authorized to purchase the articles, this would be a good defense against the warrant, but the burden of alleging and proving the fact is upon the defendant.

2. A municipal corporation has the power, in the absence of statutory inhibition, to issue any ordinary evidence of indebtedness payable either instantly or at any time in the future, and to provide that such evidence of indebtedness shall bear interest.

3. An action upon a municipal warrant is ordinarily barred in five years after its maturity.

(Buffalo School Furniture Co. *vs.* School Dist. No. 4, of Gray County, Kans. S. C., Aug. 19, 1898.)

Compulsory Education Enforcement.

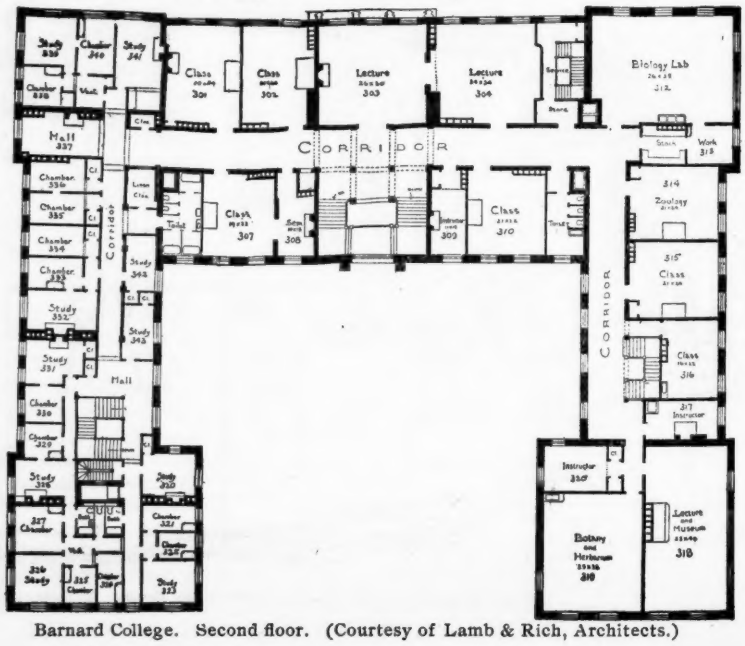
1. Under the Laws of 1894 (compulsory education act, c. 671) providing that a school board "shall" appoint attendance officers, and fix their compensation, and "may" make rules and regulations for the performance thereof, the making of such rules is discretionary.

2. A school child was not a truant, and, at the time of his arrest by the attendance officer, was in the presence of his father, and was absent from school with his permission, to the officer's knowledge. On breaking away from the officer, he was pursued by the latter, against the express command of the father, at a dangerous point across a railway track, in the face of an approaching train, and was killed. *Held*, in an action for damages against the board of education, that the act of the officer was outside of the scope of his authority, and the board of education was not liable.

(Reynolds *vs.* Board of Education of Union Free School Dist. of Little Falls. N. Y. App. Court, 4th Div., July 26, 1898.)

A Discovery in Kansas.

State Supt. Stryker of Kansas has discovered that thousands of dollars belonging to the state school fund are annually squandered by the scattered residents of the plains of western Kansas. A striking instance of this is the case of W. H. Freeman, whose family are the only residents of a school district in Logan county. His wife, his son, and himself annually elect themselves members of the school board, vote a six months' school at $30 a month, and employ the daughter as teacher, her brother being the only scholar. Thousands of dollars are annually wasted in this way.



Barnard College. Second floor. (Courtesy of Lamb & Rich, Architects.)

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

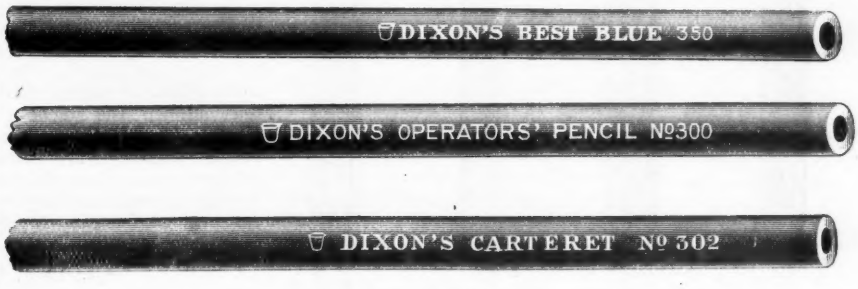
Correspondence is invited. Address letters to *Editor of* THE SCHOOL JOURNAL, 61 East 9th street, New York city.

Pencils and Pens.

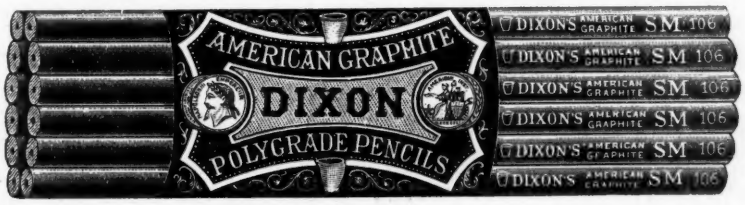
Pencil manufacture, in these days, is taking great strides. The war brought out a host of patriotic pencils, but the enduring pencils are those upon whose construction the time and energy of experts have been spent. Some of these are noticed on these pages.

The Dixon Pencils.

The increasing demand for colored pencils is met by Dixon's series of blue, red, green, yellow, brown, black, terra cotta, and sepia. The shape of these pencils is here shown. The Operator's pencil, No. 300, has a satin finish and gold stamp, with black lead. The Carteret is a round pencil, one-half grade harder than No. 300, and used for freehand drawing and shading. The High School pencil is made round, with satin finish, in seven grades. They are made in two sizes, regular and tablet diameter, and have a very general use thruout the country. The American Graphite pencils are packed by the dozen in four styles of finish of round gilt, and also three of hexagon gilt. Joseph Dixon Crucible Company, Jersey City, N. J.



The Dixon Pencils.



The Eagle Pencils.

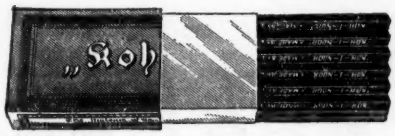
The Eagle Diagraph pencil is one of the latest on the market. It is made with or without an erasive rubber, in eight grades, round or hexagonal. The Standard is used in the schools of many of the largest cities in the country, and in the government offices. They are made in eight grades, from very soft, for heavy lines, to extremely hard for technical uses. Eagle Pencil Company, 377 Broadway, New York.





The Kohinoor.

The leading pencil of Favor, Ruhl & Company, 123 West Houston street, New York, is the Kohinoor. This is notable for its strong point. It is used largely in the schools for drawing purposes, and by architects, engineers, artists, designers, stenographers and bookkeepers. It is made in sixteen grades.



The A. W. Faber Pencils.



The lead for the A. W. Faber pencils comes from the mines of Asiatic Siberia and is peculiarly free from foreign substances. Each pencil is made from one single piece of graphite, uniform thruout. The one here shown is a school and office pencil, for rapid writing or designing. It is hexagonal, with a natural polish and gold stamp, and made in sixteen grades.

The two new assortments shown are of new pencils, with and without rubber tips. No. 8000 also contains one dozen penholders with assorted pens. It is packed in a maroon cardboard box. No. 8100 contains colored pencils in addition to the others. A. W. Faber, 78 Reade street, New York.



The Eberhard Faber Pencils.

The Van Dyke pencil is one of the attractive ones in the large assortment of Eberhard Faber, 545 Pearl street, New York. The Van Dyke is a hexagon pencil, with a Van Dyke polish and gold stamp. It is made of graphite compressed under extraordinary pressure to secure a firm point and lasting qualities. It is made in sixteen grades. The University is a drawing pencil, used in New York and Brooklyn schools. It has a walnut polish, and is made in six grades. The Siberian is a hexagonal pencil, with a natural polish, made in sixteen grades, for drawing. The Drawing Pencil is for fine work. It has a natural polish and silver stamp, and is made round in five grades. In this connection, No. 430





The Eberhard Faber Pencils.

for freehand drawing, and No. 3200, Artistic, are worthy of mention.

Pens and Pencils.

A pen is not the simple instrument which it appears at first sight to be. In fact, many processes are gone thru with before the finished product is put upon the market. It is safe to say that the average person buys a pen because of its shape. But while the shape has much to do with the writing qualities of the pen, there are other points not less important. These are the quality of the steel, the ink carrying capacity of the pen, and most important of all, the slitting. If one examines closely an average pen, he will notice several things: The hole in the center just above the point, for the purpose of holding the ink; the grinding across the pen over and around the hole, to prevent the ink from slipping off the pen too rapidly; the smooth appearance of the end of the point, to allow the ink to flow freely when it reaches that point; the central slit from the hole to the point to help carry the ink and to give the pen flexibility, and the side slits, straight or curved, to insure additional flexibility. In these points, the pens of various manufacture differ one from another.

The Spencerian Pens.

The Spencerian Pen Company, 450 Broome street, New York, are firm advocates of hand work in the manufacture of pens. The manager of the firm said the other day, "The slitting of our pens is done by hand, and the delicacy of the work is so great that only women can do it. Most people write on one point of a pen, and if the points are not exactly alike, the pen will scratch and soon wear out. We go upon the principle that because the style of writing has changed from slant to vertical, that is no reason for changing the hardness of the pen, as has been done by several makers. It is necessary that a pen in the hands of children should have some degree of flexibility. If a pen is too stiff, it necessitates too firm a grip, and thus tires the hand. The No. 37 Vertical, which is the most prominent Spencerian pen at this time, has the novel feature of a diamond-shaped hole in the shaft of the pen. This is to prevent the ink flowing back into the holder, and also enables one to remove the pen from the holder by means of a pointed instrument instead of by the fingers.

Joseph Gillott's Pens.

The original vertical writing pens of Joseph Gillott and Sons, 91 John street, New York, are the Verticular, the Vertigraph, and the Multiscript, here shown. The Official, Registry, and Arrowhead have since been added to the list. The company issues a circular containing a classification of their pens for vertical writing. This classification is made to meet the various styles of writing of all classes of people. This circular is decidedly novel and scientific, and may be obtained on application.

The Esterbrook Pens.

The three Esterbrook pens here shown are samples of their school, vertical, and business pens, respectively. The College pen is especially designed for school work, and is white in color, and especially elastic. The Vertical, No. 556, has a firmer action than the ordinary school pen, and makes a clear, distinct outline. The Falcon is a bronze pen, capable of holding considerable ink, and for many years a favorite business pen. It is an interesting and noteworthy fact that the peace protocol between the United States and Spain was signed with two Esterbrook pens, Secretary Day using the Falcon, and Ambassador Cambon the No. 313 Probate, a popular stub pen. The Esterbrook Steel Pen Company, 26 John street, New York.

Eagle Vertical Pens.

The chief quality of the Eagle vertical pens is their flexibility. They are made entirely by machinery from especially prepared steel, and tempered by a new process. They are too well known in this country to need extended notice. They can be obtained at any dealer's or from the Eagle Pencil Company, 377 Broadway, New York.

The Barnes Pens.

The new 617 Vertical pen, manufactured by A. S. Barnes & Company, 156 Fifth avenue, New York, is meeting with considerable popularity in the schools. Of the pens here shown, the No. 415 Vertical, the No. 115 School, with medium flexibility, and the No. 217 Intermediate, a shading pen, are for school work; the No. 1, American, with fine point and easy action; the No. 444, Atlas, and the No. 333, Columbian, are for correspondence. The firm claims for these pens smoothness and durability, fine quality, and low prices. 30,000 samples have been sent out lately, and will serve to introduce the pens to a large constituency.

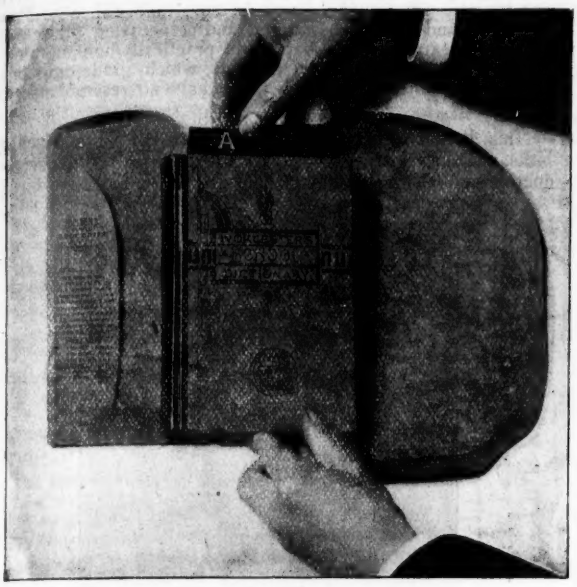
Omega Dustless Crayon.

De Wayne Greenwood, of Youngstown, Ohio, is putting on the market the Omega dustless crayon. It is a little larger than the ordinary crayon, but not so long, thus lessening waste from breakage. It is uniform in size thruout its length, and is both durable and convenient.

The Holden Book Cover.

The system for preserving books which has been so widely introduced by the Holden Patent Book Cover Company, Springfield, Mass., is constantly growing in popularity. The cover is most easily adjusted, all that is necessary being the folding of





it over the book, moistening the glue and fastening down the flaps. At the present time there are over 1,200 prominent free text-book cities in the country using the Holden system. These use nearly three million covers. Until lately, the manufacturers have sold direct to customers, but now the book supply houses have been given the privilege of handling the covers, and doubtless this will result in a largely increased sale.

A Boy's Remonstrance.

I am feeling very badly; everything is going to smash;
All the things I have believed in are going with a crash;
The folks are growing learned, and their wretched lore is
Used to shake a fellow's faith in his best beloved stories.
The fairies have been scattered, and the genii, they have gone;
There are no enchanted castles; they have vanished, every one.
Aladdin never lived, and the dear Scheherazade,
Tho very entertaining, was a much mistaken lady.
Of course, I see thru Santa Claus! I had to, long ago;
And Christmas will be going the next thing that I know.
For I heard,— I wasn't listening—I heard the parson say,
He had really, yes, had really grave doubts about the day.
And as for Master Washington, they say the goose should
catch it,
Who believed a single minute in that story of the hatchet.
They've given a rap at Crusoe and dear old Friday. Why,
We'll all believe in Friday; we boys will, till we die.
They may say it's not "authentic," and such like, if they dare!
When they strike a blow at Friday, they hit us boys. So there!
And I've been reading in a book, writ by some college swell,
That there never was a genuine, a real live William Tell;
That he has just a myth, or what we boys call a sell;
That he didn't shoot the apple, nor Gesler, not a bit—
That all the other nations have a legend just like it.
I think it's little business for a college man to fight
Against these dear old stories, and send them out of sight.
And all the boys are just as mad; and so the girls are, too;
And so we called a meeting, to decide what we should do;
And we have passed some resolutions, because that is the one
And only way for meetings, when it's all that can be done.

I send you here a list:
Resolved, that there was a William Tell:
That by his bow and arrow the tyrant, Gesler, fell.
Resolved, that he was not a myth, whatever that may be.
But that he shot the apple, and Switzerland was free.
Resolved, that Crusoe lived, and Friday, and the goat;
Resolved, that little Georgie, his father's fruit tree smote,
And owned up like a hero. Resolved, that all the science
Of all the learned professors shall not shake our firm reliance
In the parties we have mentioned; and we do hereby make
known
The fact that we boys feel that we have some rights of our
own;
And request that in the future these rights be let alone.
—C. Perry in "St. Nicholas."

A Bright American Girl.

The stenographer and translator of the Peace Commission is a Miss Marie McNaughton from the state of Michigan. She passed a high grade of examination a year ago for translator in the Bureau of American Republics. She is one of only two women who are paid by the government the salary of $2,500.

Educational Trade Interests.

N. L. Wilson, 170 Tremont street, Boston, has just added to his stock of anatomical, zoological, and scientific specimens a large variety of natural history specimens.

A work for primary classes is to be issued before long by Williams & Rogers, Rochester, N. Y., and it is expected to have wide popularity. It will have twenty-four lithographed pages in colors, many pen and ink drawings, and several vertical script plates.

A revised, enlarged, and improved edition of the *Merry Songs and Games* for the kindergarten, has just been issued by the Balmer & Webber Music House company, of St. Louis, Mo. Miss Clara Beeson Hubbard, of St. Louis, a former pupil of Miss Blow, has selected and arranged the songs and games.

The Ziegler Electric Company, of Boston, Mass., has just been awarded a large portion of the contract for the physical apparatus to be used in the schools of New York city.

Teachers and librarians will be interested in the "Annotated List of Books Relating to Literature and Education, Published in 1897 and 1988," just issued by the Baker & Taylor Co., 5 East Sixteenth street, New York.

Louis Z. Kinstler has been appointed by Justice Cohen receiver for the Godey Company, 52 Lafayette place, New York.

The Critic Company, 289 Fourth avenue, New York, is offering the *Critic*, and either *McClure's* the *Cosmopolitan*, or the *Munsey* for the price of the *Critic* alone, $2.00.

Some of the letters written in regard to the purchase of Riverside Literature Series books are fearfully and wonderfully made. Here are copies of two:

Mr. ——— I have baught all fables Story Books and Novels I am a Goin to I shal see the Board aboit it first. I have Bought all School Books Requiared I am Giting tieard of Bying Novels I Can not Get no nobles [novels] book for a Scool Book, he can reed Out of his Reeders and not Out of the Fairtail Stories Books

The Hawaiian Islands is the title of a booklet with an attractive cover design issued by the Chicago and Northwestern railway. A folded map of the islands is inserted just inside the cover. It is a good example of an up-to-date booklet, and can be obtained from the general passenger agent, Chicago.

Mr. Henry Paret, formerly business manager of *The Great Round World* has taken a similar position with *The Universe.*

The publishing business of Way & Williams, Chicago, has been bought by Herbert S. Stone & Co. Way & Williams will continue to publish "The Show Window," a trade journal.

The original Paige typesetting machine, the only one of its kind ever built, has been presented to Cornell university by P. T. Dodge, a patent attorney in New York. This machine cost nearly $2,000,000, and consists of over 19,000 parts, perfectly fitted.

Copyrights in Mexico.

The Publishers' Weekly gives the following synopsis of the Mexican copyright law, obtained from Consul-General Barlow:

There will be no distinction between Mexicans and foreigners, provided the work in question be published in Mexico. The author enjoys the copyright during his life; at his death it goes to his heirs. He can dispose of it as any other kind of property in his possession. By prescription, however, his right expires in the course of ten years.

The law concedes to the author the right of publishing translations of his works, but in this case he must declare whether he reserves his right to one or to all languages. This right is granted for ten years to authors who do not reside in Mexico and who publish their works abroad.

In order to acquire the copyright the author, translator, or editor must apply personally or by his representative to the Department of Public Instruction, making note that he reserves his rights and accompanies it with two copies of his work.

If it be desired to obtain copyrights of some work of music, engraving, lithograph, or the like, two copies must also be sent. If it be a work of architecture, painting, or sculpture, a copy of a drawing or a plan, giving dimensions and all other details which characterize the original, shall be presented.

A foreign author not resident in Mexico must send power of attorney, drawn before a notary public and certified by a Mexican consul. This in its turn has to be legalized by the State Department of Mexico and protocolized, duly translated. For these services $25 is charged and $25 more for the work to be done in obtaining the copyright, including the value of federal stamps.

Notes of New Books.

Bird Studies: An account of the land birds of Eastern North America, by William E. D. Scott. This does not pretend to be a work for ornithologists but aims "to place before students and others who wish to acquire knowledge on the subject, a means to that end."

The author takes as his point of departure the birds "About the House;" and continues with those "Along the Highway," thence to those "In the Woods," and "Across the Fields," and proceeding, considers those "In Marsh and Swamp," and "By Stream and Pond." Seven chapters in this way deal with the birds likely to be found in each environment. It seems a natural method and on the whole is well carried out.

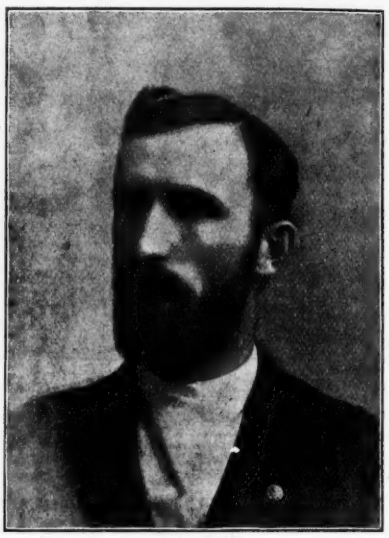
The language used in the description of these birds is absolutely untechnical and can be readily understood by all. The plumages of old and young birds of the same kind are carefully and clearly set forth, and the changes in dress during the seasons also are defined. The nest, eggs, place, and methods of breeding and building receive due consideration, and the geographical position of each kind of bird is given.

One interesting feature of the author's treatment is shown by the following quotation, in regard to the meadow-lark (pp. 250-251).

"One of the distinctive birds of the open, found in old fields and pastures and meadows, who loves the prairies of the South and West equally well, is the field or meadow lark. A bird that ranges over a vast area, which does not migrate very far from its breeding place, and at many points not at all, it is marked by a certain sort of provincialism that is not to be passed by unnoticed.

"Before the days when facilities for travel began to increase, before the posthorse was the synonym for rapid transit, travel was full of difficulties and trials not to be undertaken without due deliberation. Only stern necessity of some sort forced anyone on prolonged journeys and men were on the whole practically stationary. Their intercourse was limited to the vicinity of the place in which they were born. One of the results was a diversity of dialects of those who spoke the same general language, so that men speaking German, or French, or even English, from different regions of their respective lands found it not only difficult but often impossible to understand the language of their fellow countrymen. Birds' songs, supplemented by their various call notes, are undoubtedly their language. They learn it from one another. Orioles, robins, wood thrushes, jays, and other birds which I have reared from young birds, birds that were not educated by their parents, all sing,—but no song that their friends in the forest would recognize or understand—no song by which a trained ornithologist would recognize them, without seeing the singer. And should you hear the song of the meadow lark, say at Denver, near New York, or any point in Florida, I feel sure you would never recognize it as the song of the same bird. They have not traveled far, provincialisms in song and call note have sprung up and have been adopted and perpetuated till now at the several extremes of its habit this, practically non-migratory bird has developed his own dialects, which grade into one another, but which in their extremes have no resemblance to one another."

This book is illustrated with 166 plates of old and young birds, and their nests and eggs. These pictures are all reproductions of photographs. "Some are taken from live birds,

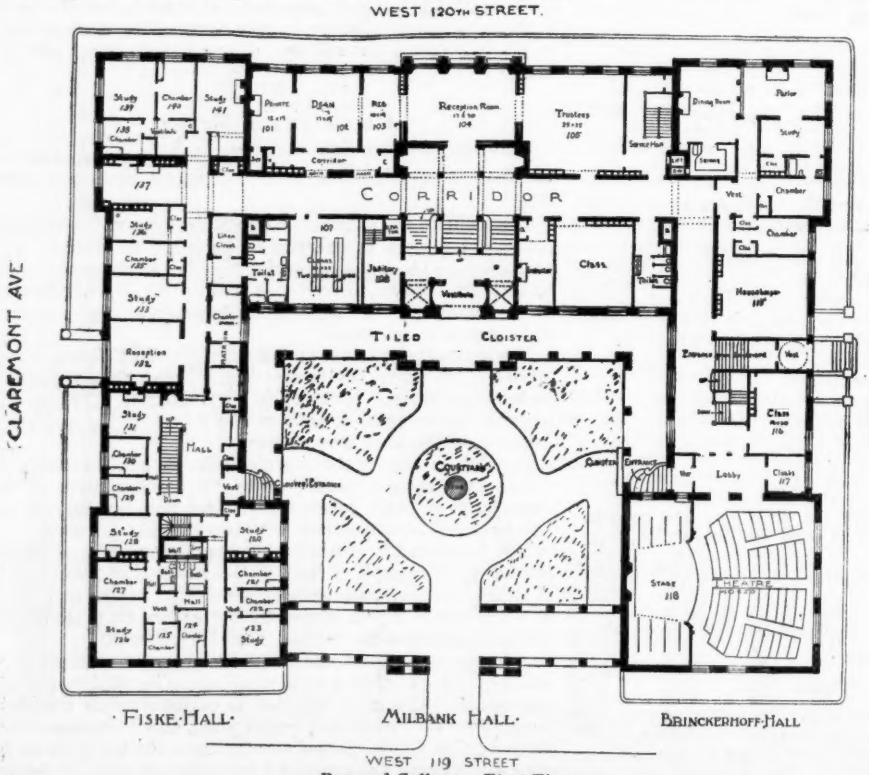


State Supt. F. J. Browne, Washington.

others from dead ones; some are from stuffed birds, others are from prepared skins. All are faithful and accurate pictures, just what the camera presents, with its keen interpretation."

The nests and often the eggs are represented by photographs taken of them in their original situation. Noticeable among these are the nests of the "bobolink" and "orchard oriole."

These pictures, the publishers have had reproduced in admirable style and printed clearly and well. As an art work alone, the book merits consideration. The print and paper are all that can be desired and the binding is in good taste and intended for use and wear.



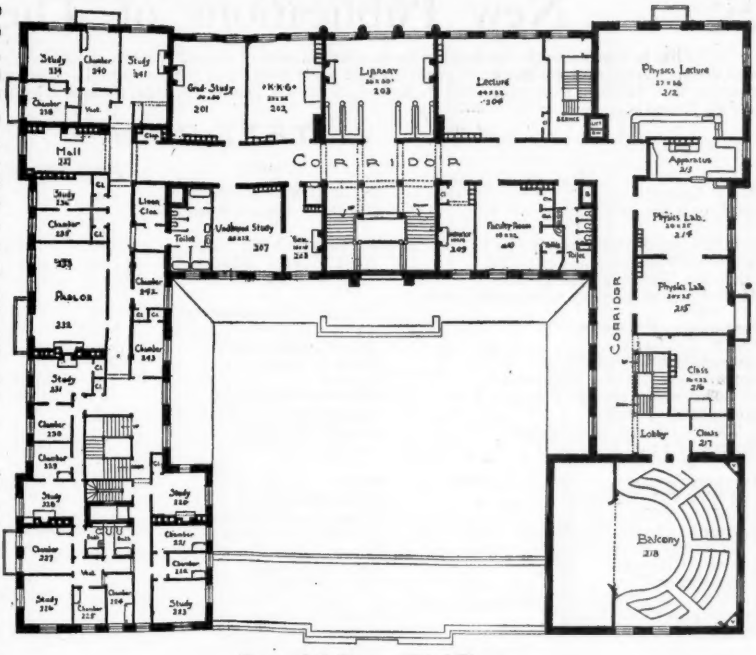
Barnard College. First Floor.

This book, accompanied by the portfolios of separate pictures taken from it should prove a valuable adjunct to every school and home library as well as to those of the naturalist and scholar. The separate pictures in portfolios would alone serve to awaken a love of birds and new interest in them, in every child. (G. P. Putnam's Sons, New York and London. Cloth 363 pages, with index and classifications. Price $5.00. 12 portfolios, 50 cents each.)

A real service has been done in the preparation of the new edition of the *Clarendon Dictionary*. It is now twelve years since the last edition was published, and the necessity for a new and revised one was apparent. The work has been well done, and an attractive, convenient, and admirably arranged dictionary is the result. To gain space and not omit words many derivatives have been entered under their primitives where the meaning is unmistakable. For instance, "carelessly" under "careless;" "artlessness" under "artless," and so on. Only prop-

er names and terms derived from them are now printed with capital initials. Thus the dictionary teaches the correct use of capitals. In the back of the book are a list of affixes and suffixes, a pronouncing list of geographical names, a pronouncing list of scripture names; a list of French and Italian phrases, one of Latin phrases, common abbreviations, and values of foreign coins. Dr. William Hand Browne, of Johns Hopkins, the editor of the dictionary, contributes to it a valuable historical and scientific sketch of the English language. The pronunciation was prepared by the late Prof. S. S. Haldeman, whose extensive knowledge of phonology especially qualified him for the work. Altogether, this little dictionary is worthy of high praise for its many excellent features. (The University Publishing Company, New York, 18mo., cloth, XII + 365 pages. Price, 45 cents.)

The *Tourist's Vade Mecum* is a little manual of French colloquial conversation, the use of which will be invaluable to one who wishes to acquire an elementary knowledge of French in the shortest possible time. Besides the short sentences in common, every-day French it contains vocabularies, tables, etc., and the exact pronunciation of every word. The spelling out of the pronunciation of the French sentences is a feature that will commend itself to all who know how hard it is to get the exact sounds of French words. (Isaac Pitman & Sons, New York. 35 cents).



Barnard College. Third Floor.

The many young men who deem that they can develop the power to move men by their spoken language should read carefully the book by Ralph Curtis Ringwalt on *Modern American Oratory*. This power may be a natural gift, yet it can be developed by study, and one who would attain the highest success should take note of the principles by which great orators have been governed. These principles have been set forth in this volume, and illustrated by orations drawn from the work of the most prominent public speakers in the United States for the past thirty years. In choosing the orations a threefold object has been kept in view: (1) such speeches have been selected as are interesting, valuable, and notable productions in themselves; (2) those which are typical of the kind of oratory they are intended to represent, and (3) those which are representative of the best work of the men who delivered them. Deliberative oratory is represented by a speech by Carl Schurz; forensic oratory by Jeremiah S. Black; demonstrative oratory,—the eulogy, by Wendell Phillips, the commemorative oration, by Chauncey M. Depew,—the platform oration, by George William Curtis,—the after-dinner address, by Henry W. Grady; and pulpit oratory, by Henry Ward Beecher. (Henry Holt & Co., New York. $1.00.)



Barnard College. Fourth Floor.

It is hardly necessary to say that one should go to the fountain head of our language to study its words and grammatical forms, in order to understand perfectly the English tongue as it is spoken and written to-day. An introduction to that spring of English, Anglo-Saxon, is offered in the *Anglo-Saxon Reader* by Drs. W. M. Baskervill and James A. Harrison. Their objects are to supply new and elementary prose texts for the use of students and teachers desirous of varying the Anglo-Saxon primers and readers, now before the public, and to give a more complete and practical presentation of working forms in the grammar proper. Along with these are given an elementary syntax and a few notes, explaining points on which the student would be likely to require help. Many of the selections are from the Old and the New Testament, and hence will be found comparatively easy reading. (A. S. Barnes & Co., New York. $1.20.)

Most of us wish to know all we can about the Philippine islands just now, because they are so closely associated with our national affairs. A very satisfactory description of the islands and their people is found in "Yesterdays in the Philippines," by Joseph Earle Stevens, an ex-resident of Manila. Because he gives his personal experience and describes the sights he has actually seen, his style is especially graphic. The book is nicely illustrated and bound in cloth, with a pretty cover design. (Charles Scribner's Sons, New York. $1.50.)

Cooper's *Last of the Mohicans* has just been issued in the Students' Series of English classics. It is edited by Reuben Post Halleck, M.A., with an introduction and notes. The introduction includes an account of Cooper's life and writings, his relative place in literature, a discussion of the mooted question of his Indians, and the objects to be kept in sight in reading his works. The introduction also contains estimates of Cooper from the pens of various writers, including Thackeray, Lowell, Richardson, Bryant, Balzac, Lounsbury, Matthew, and Painter. The location of places connected with the story is given, accompanied by a map of the region. Thirty pages are devoted to notes, with hints for discussion and review. The book is thus admirably adapted to use in the schools. This new edition should add much to the popularity of Cooper among students. (Leach, Shewell & Co.)

The subscription price of THE SCHOOL JOURNAL has been reduced from $2.50 to $2.00 a year.

New Publications of The Month.

This list is limited to the books that have been published during the two preceding months. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
North America	Frank G. Carpenter	352	Cloth		American Book Co.
Childhood Songs	Mira and Mabel Rowland, (*ed.*)	144	"	.25	American Bap. Pub. Society
The Making of the Sermon	T. Harwood Pattison	392	"	1.50	" " " "
In Nature's Image	W. I. Lincoln Adams	108	"		Baker & Taylor Company
California Plants in their Homes	Alice Merritt Davidson	133	"	1.50	Baumgardt & Co., B. R.
Manual of the History of French Literature	Ferdinand Brunetiere	567	"	2.00	Croweli & Co., T. Y.
Text-Book of Algebra	George Egbert Fisher	683	"		Fisher & Schwatt
Goethe's Egmont	Max Winkler, (*ed.*)	276	"		Ginn & Co.
Essentials of Psychology	Colin S. Buell	232	"		" " "
Observation Blanks, Mineralogy	Austin	76	Paper	.30	Heath & Co., D. C.
Gymnastic Stories and Plays	Rebecca Stoneroad	86	Cloth	.75	" " "
Elementary Botany	George Francis Atkinson	444	"	1.25	Holt & Co., Henry
A Child's History of England	Charles Dickens	400	"	2.50	Houghton, Mifflin & Co.
Russische Fibel I-II	Adolph Garbell	49	Bds.		Langenscheidtsche Verlags-Buckhandlung
Northern Europe	Chas. F. King	350	Cloth		Lee & Shepard
The War With Spain	Chas. Morris	383	"	1.50	Lippincott & Co., J. B.
Elementary Zoology	Frank E. Beddard	208	"		Longmans, Green & Co.
Nature Study by Months	Arthur C. Boyden	106	Bds.		New England Pub. Co.
Child Study of the Classics	Grace Adele Pierce	71	"		" " " "
Literary Criticism	Lorenzo Sears	364	Cloth	1.25	Putnam Sons, G. P.
Bird Studies	W. E. D. Scott	363	"	5.00	" " "
Nature Study Plates 12 Sections	" "			50 ea.	" " "
Primer and First Reader	Sarah E. Sprague	112	Bds.		Rand, McNally & Co.
Practical Lessons in Algebra	Gilbert & Sullivan	205	Cloth		Smith Pub. Co., H. P.
The Jingle-Jangle Rhyme Book	Henry Bradford Simmon		Bds.	1.50	Stokes & Co., F. A.
Latin Grammar	B. L. Gildersleeve	328	Cloth		University Pub. Co.
The Clarendon Dictionary	S. S. Haldeman	365	"		" " "

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Ward Hill The Senior	Everett T. Tomlinson	360	Cloth	1.25	American Bap. Pub. Society
Italy and the Italians	George B Taylor	449	"	2.00	" " " "
Ruth and her Grandfadder	Todd	90	Bds.	1.00	Barnes & Co., A. S.
A Primer of Heraldry for Americans	Edward S. Holden	105	Cloth		The Century Company
Denise & Ned Toodles	Gabrielle E. Jackson	224	"		" " "
Through the Earth	Clement Fezandie	238	"		" " "
Two Biddient Boys	J. T. Trowbridge	286	"		" " "
The Book of the Ocean	Ernest Ingersoll	279	"		" " "
Story of Marco Polo	Noah Brooks	247	"	1.50	" " "
Our Conversational Story	Agnes H. Morton	218	"	1.25	" " "
The Secret of Achievement	Orison Swett Marden	372	"	1.50	Crowell & Co., T. Y.
Chilhowee Boys in Harness	Sarah E. Morrison	384	"	1.25	" " "
Great Books	Dean Farrar	311	"	1.25	" " "
The Big Front Door	Mary Leonard	258	"	1.25	" " "
Miriam	Gustav Kobbe	54	Bds.	.50	" " "
Colette	Jeanne Schultz	229	Cloth	1.00	" " "
The Greatest Thing Ever Known	Ralph Waldo Trine	55	Bds.	.35	" " "
The Modern Man and Maid	Sarah Grand	37	"	.35	" " "
All Sorts of Dialogues	Clara J. Denton	150	Paper		Denison, T. S.
One Hundred Entertainments	Charlotte Whitney Eastman	119	"		" "
Cyrano de Bergerac	Edmond Rostand	235	Cloth	.50	Doubleday & McClure
Little Masterpieces—F. B. Macaulay	Bliss Perry, (*ed.*)	199	"	.30	" "
" " John Ruskin	" " "	191	"	.30	" "
" " Thos. Carlyle	" " "	204	"	.30	" "
Model Houses for Little Money	Wm. L. Price	193	"	.50	" "
Inside of a Hundred Homes	Wm. Martin Johnson	139	"	.50	" "
Home Games and Parties	Mrs. S. T. Rorer	188	"	.50	" "
The Business Girl	Ruth Ashmore	176	"	.50	" "
Bob, Son of Battle	Alfred Ollivant	356	"	1.25	" "
Mistress Nancy Molesworth	Joseph Hocking	428	"	1.00	" "
The Day's Work	Rudyard Kipling	431	"	1.50	" "
Life and Character of U. S. Grant	Hamlin Garland	524	"	2.50	" "
The Song of Hiawatha	Henry W. Longfellow	95	Paper		Houghton, Mifflin & Co.
The Religion of Babylonia and Assyria	Morris Jostrow	780	"		Ginn & Co.
The Athenaeum Press Series	John G. Dow	287	"		" "
La Bibliotheque De Mon Oncle	Rodolph Topffer	201	"	.50	Holt & Co., Henry
Grammaire Francaise	Baptiste Meras	312	"	1.25	" " "
Traumereien	Idelle B. Watson	151	"	.40	" " "
Modern American Oratory	Ralph Curtis Ringwald	334	"	1.00	" " "
Prisoners of Hope	Mary Johnston	378	"	1.50	Houghton, Mifflin & Co.
The Charming Sally	James Otis	379	"	1.50	" " "
The Boys of Old Monmouth	Everett T. Tomlinson	427	"	1.50	" " "
In the Brave Days of Old	Ruth Hall	334	Cloth	1.50	" " "
The Blindman's World	Edward Bellamy	415	"		" " "
Dorothy Deane	Ellen Olney Kirk	325	"		" " "
The Land of Contrasts	James Fullarton Muirhead	282	"		Lamson, Wolffe & Co.
The Gray House of the Quarries	Mary Harriet Norris	498	"		" " "
Ye Little Salem Maide	Pauline Bradford Mackie	319	"		" " "
Pauline Wyman	Sophie May	256	"		Lee & Shepard
Under Dewey at Manila	Edw. Stratemeyer	282	"	1.25	" "
Six Young Hunters	W. Gordon Parker	335	"	1.25	" "
The Queen's Story-Book	Geo. Lawr. Gomme, (*ed.*)	446	"	1.25	Longmans, Green & Co.
The Arabian Nights Entertainments	Andrew Lang, (*ed.*)	424	"	2.00	" " " "
Hail to America	J. W. Betts	6	Paper	2.00	Lyon & Healy
The King's Ward	Jessie Van Zile Belden	130	Cloth		Neely F. Tennyson
The Cuban Spy	Frank Dumont	58	Paper		Penn Pub. Co.
A Generation of Cornell	Jacob Gould Schurman	57	"		Putnam's Sons, G. P.
Tales of the Heroic Ages	Zenaide A. Ragozin	330	Cloth		" " "
The American Girl's Handy Book	Lima and Adelia Beard	552	"	2.00	Scribner's Sons, Chas.
The Boys of Fairport	Noah Brooks	266	"	1.25	" " "
In Pirate Waters	Kirk Munroe	345	"	1.25	" " "
The Workers. The West.	Walter A. Wyckoff	378	"	1.50	" " "

Wild Animals I have Known	Earnest Seton Thompson	359	"	2.00	" " "
The Destroyer	Benj. Swift	313	"		Stokes & Co., F. A.
The Town Traveler	George Gissing	293	"		" " "
Autobiographical Reminiscences	Henry Ward Beecher	187	"		" " "
The Letter and the Spirit	Cora Maynard	330	"	1.25	" " "
Domitia	S. Baring-Gould	348	"	1.50	" " "
Tekla	Robert Barr	437	"		" " "
More Cargoes	W. W. Jacobs	231	"	1.00	" " "
Heroes of Our War With Spain	Clinton Ross	352	"	1.50	" " "
Prospectus for 1898		91	Paper		Y. M. C. A.
Annual Report		56	"		" "
Little Journeys to the Homes of American Statesmen. Henry Clay.	Elbert Hubbard		Paper		Putnam's Sons, G. P.
Home Training of Children	James C. Fernald	59	Cloth		Potter & Putnam
The Golliwogg at the Seaside	Florence K. Upton	62	Bds.	2.00	Longmans, Green & Co.

Books Under Way.

(Under this head will appear announcements of forthcoming books.)

Chas. Scribner's Sons.

"The War of 1898," by Richard Harding Davis, with illustrations from photographs and drawings by eye-witnesses.

"Thomas Gainsborough," his life and works, by Walter Armstrong, of the British Museum. Limited edition. $25.00.

"Fashion and Fashions in Paris," from 1797 to 1897, by Octave Uzanne, with 100 full-page colored plates and 230 text illustrations. Limited edition. Royal 8vo. $15.00.

"Rome," by Reinhold Schoener. 300 illustrations. Quarto. $12.50.

"The Lost Word," by Henry Van Dyke. A Christmas legend of long ago. $1.50.

"The Bashful Earthquake," by Oliver Herford. 12mo. $1.25.

"Miss America," by Alexander Black. 75 illustrations. 8vo.

"Life's Comedy," by various authors. Quarto. $1.50.

"An Illustrated Flora" of the Northern United States and Canada, by Nathaniel Lord Britton, Ph.D., of Columbia university, and Hon. Addison Brown, of the Torrey Botanical club. 30 vols. Imperial 8vo. $9.00.

"Commercial Cuba," by William J. Clark. 8vo.

Doubleday & McClure Co.

"A Gunner Aboard the Yankee," from the diary of Number Five on the port gun, with an introduction by Rear Admiral William T. Sampson.

"South America," by Hezekiah Butterworth. 325 pp., cloth, 16 inserted plates. $2.00.

"The Rescue; a Tale of the Shallows," by Joseph Conrad.

"Temple Edition of the Novels of Charles Dickens." 40 vols. 3 vols. issued each month. 80 cents per volume.

"The Spirit of Sweetwater," by Hamlin Garland. Full leather, holiday style. $1.00.

"A Minister of the World," by C. A. Mason. Full leather, holiday style. $1.00.

"The People of Our Neighborhood," by Mary E. Wilkins. Full leather, holiday style. $1.00.

Houghton, Mifflin & Co.

"The Beginnings of New England," by John Fiske. Illustrated edition, with maps, portraits, facsimiles, prints, and contemporary views. 8vo. $4.00.

"James Russell Lowell and His Friends," by Edward Everett Hale. Crown 8vo.

"The House of the Seven Gables," by Nathaniel Hawthorne. Holiday edition. 2 vols. Crown 8vo. $5.00.

"Complete Poetical Works of John Milton." Cambridge edition. With sketch and notes. 8vo. $2.00.

"The Battle of the Strong," by Gilbert Parker. 12mo.

"A History of the Presidency," by Edward Stanwood, Litt.D. Crown 8vo.

"Corona and Coronet," by Mabel Loomis Todd. Crown 8vo.

Silver, Burdett & Co.

"Braided Straws," a reader for primary grades. By Elizabeth E. Foulke.

"Historic Pilgrimages in New England," by Edwin M. Bacon. For grammar and high schools.

"The Land of Song." Compiled by Dr. Larkin Dunton and Katherine H. Shute, for primary and grammar grades. 3 vols.

"The Normal Course in Reading, Teachers' Manual," by Emma J. Todd and Supt. W. B. Powell, of Washington, D. C.

"Universal History," by Robert H. Labberton, LL.D.

"First Steps in the History of Our Country," by William A. Mowry, LL. D.

D. Appleton & Co.

"Recollections of the Civil War," by Charles A. Dana, with portrait.

"The Story of the Railroad," by Cy. Wormen. 12mo., cloth. $1.50.

"Our Nation's Flag and the Flags of Other Nations," by Edward S. Holden. Illustrated. 12mo., cloth.

"Playtime and Seedtime," by Francis W. Parker and Nellie L. Helm. 12mo., cloth. 50 cents, net.

"A Herald of the West," by J. A. Altsheler. A romance of 1812. 12mo., cloth. $1.50.

"The Hero of Erie" (Commodore Perry), by James Barnes. In "Young Heroes of Our Navy" series. 12mo., cloth. $1.00.

"A Writer of Books," by George Paston.

Rand, McNally & Co.

"Armageddon," by Stanley Waterloo. 12mo., cloth. $1.00.

"Phoebe Tilson," by Mrs. Frank Pope Humphrey. 12mo., cloth. $1.00.

"Margaret Wynne," by Adeline Sergeant. 12mo., cloth. $1.00.

"At the Blue Bell Inn," by J. S. Fletcher. 16mo., cloth. 75 cents.

"Along the Bosphorus," by Mrs. Lew Wallace. 12mo., cloth. $1.50.

"The Fifth of November," by Charles S. Bentley and F. Kimball Scribner. 12mo., cloth. $1.00.

"A Cruise Under the Crescent," by Charles Warren Stoddard. 100 illustrations. 12mo., cloth. $1.50.

Frederick A. Stokes Co.

"The Haunts of Men," by Robert W. Chambers. 12mo., cloth. $1.00.

"Gladstone, Statesman and Scholar," by David Williamson. 8vo., cloth, $2.00.

"Mother Song and Child Song," by Charlotte Brewster Jordan. 12mo., cloth, gilt top. $1.50.

"Letters of Dean Swift," edited by George Birkbeck Hill. Quarto, cloth. $4.50.

Longmans, Green & Co.

"The Castle Inn," by Stanley J. Weyman. Crown, 8vo., cloth. $1.50.

"Two Little Runaways," by James Buckland. $2.00.

"Yule Logs." Christmas annual for 1898. Edited by G. A. Henty. $2.00.

"The Further Doings of the Three Bold Babes, by S. Rosamond Praeger. $1.50.

G. P. Putnam's Sons.

"A History of the People of the Netherlands," by Petrus Johannes Blok, Ph.D. In three parts. Laid 12mo. $1.50.

"Little Journeys to the Home of American Statesmen," by Elbert Hubbard. 16mo. $1.75.

"Petrarch," a selection from his correspondence. With historical introductions and notes. 8vo.

D. C. Heath & Co.

"Auf der Sonnenseite," six humorous tales selected by Dr. Wilhelm Bernhardt, and edited with notes and vocabulary, for second year reading in schools, or for first year college reading.

"German Selections for Advanced Sight Translation," by Miss Rose Chamberlain, of Bryn Mawr College.

The Century Co.

"The Pilgrim's Progress," by John Bunyan. Illustrations and decorations by Louis George and Frederick Rhead.

"Life and Letters of Lewis Carroll," written by a near relative. 100 illustrations.

A. S. Barnes & Co.

"Bird Gods," by Charles De Kay, with decorations by George Wharton Edwards. 273 pages. $1.50, net.

The Werner Co.

"The Story of La Fayette."

"Four American Naval Heroes."

Fleming H. Revell Co.

"His Big Opportunity," by Miss Amy Le Feuvre.

The New College for Teachers:

University of Chicago.

The University of Chicago College for Teachers is a legitimate and happy outgrowth of the work carried on by the Class-study department of the Extension division of the university for the past six years. We have been conducting classes in the various branches of literature, science, and art ever since the opening of the university in 1892 at points within the city of Chicago and vicinity for the benefit of those persons who desired this kind of work and yet were so situated that they could not give their entire time, as is required of students in residence.

This work has grown and expanded with every passing year. The income from the tuition in this department has risen from less than $4,000 three years ago to over $8,000 last year, and there was a fair prospect of its reaching the $10,000 mark this year; showing by one of the best of all evidences, willingness to pay for it, the high value which the students have set on this work.

At this juncture, by the generosity of Mrs. Blaine, we are enabled to take a long step in advance of anything we have been able to accomplish up to the present. We can now fix upon a definite unit of work, arrange a comprehensive scheme of courses, and group them in such a way as to offer the curriculum of a regular college of the university, leading upon its completion to a regular degree. Our class-study work will be carried on as hitherto. Indeed, it will receive increased attention and dignity, and will become a most essential support and supplement to the work of the College for Teachers, as the latter will itself become a most important aid to it.

Work of the College.

The work of the new college is exactly the same as that of the other colleges of the university, except as to the form, the time, and the place of instruction. In these three respects changes have been made so as to enable it to conform to the needs of the persons for whom it is intended, viz., any and all persons qualified to do the work, who are so engaged by other imperative duties as to make continuous attendance at the other colleges of the university impossible. The curriculum has been resolved, so to speak, into its component parts, and arrangements made so that in the case of persons who have only very limited time at their disposal, it will be possible to do one unit or major of work by an attendance at lectures and recitations for one two-hour session per week during two quarters, or six calendar months. If the student has more time he may take two majors, requiring two two-hour sessions per week thru six months, or he may take one of the majors, which, running two two-hour sessions per week may be completed in one quarter, or three calendar months; or, in case he desires still more work, he may combine two or more such courses.

For whose benefit are these courses? For every one who for any reason chooses to take them. The doctor of philosophy, the master of arts, the bachelor of arts or science, the college or university graduate in any department, the man or woman who never attended a college or even a high school, one and all, so far as they are qualified for the work and care to do it.

Neither Normal School nor School of Pedagogy.

I have said that the courses of this college are open to all persons—whether teachers or not—who are qualified to profit by, and are interested in, its work. Why, then, call it a college for teachers? In the first place, because the generous woman who has made this novel experiment possible has been much interested for years in everything which would improve the character of education in this community, either in public or private schools. She has rightly felt that the strategic point at which the lever should be applied is the education of the teacher. Every aid, every facility offered to the ambitious and aspiring teacher to qualify himself better for his work means untold benefit to his pupils and their children's children to the third and fourth generation. Mrs. Blaine has given us this money because she was primarily interested in having the university extend its facilities to teachers; tho she was also explicit on the point that it was not to be confined to them alone.

As a consequence of this fact, since the means at our disposal enabled us to select only a few of the many courses offered in the other colleges of the university, we naturally selected those which we supposed would be most desired by the teachers as a class, and hence we may rightly call it a college for teachers. Mrs. Blaine's donation has, moreover, enabled us also to reduce by about twenty-five per cent. the charge for these courses to persons actually engaged in teaching in the schools of Chicago and vicinity.

At this point, however, we desire to guard ourselves against a natural misconception. Altho a college for teachers, this institution is in no sense a normal school, *i. e.*, a school for mere training in methods. We are following in this college exactly the same ends and purposes which we follow in other colleges of the university. Our object is a scientific, a cultural, a disciplinary one—not a special, technical, or pedagogical one. We may even go farther and say that we shall not adapt the material of our college and university courses to the wants of a teacher as a teacher. Our primary aim is scholarship—resulting in a widening of the mental, moral, and æsthetic outlook, which will react in a most favorable way upon the entire activity of the teacher.

The Teachers' Interests Considered.

It must be admitted, however, that, owing to the circumstances mentioned, we have been compelled to select those courses which, in a general way, lie along the line of what we suppose to be naturally the teachers' interest. Thus every grade teacher in the city of Chicago is instructing in English in all its different forms, grammar, composition, rhetoric, literature. It would appear as if it lay in her interest, in the interest of the school and in the interest of our society, to extend her scholarship along lines of English literature and philology rather than along the lines of Egyptology and Assyriology, valuable and important as these subjects are. And so we have selected courses in English rather than courses in Semitics. The grade teachers in this city are struggling with the mysteries of nature study, and it may be supposed they would prefer to extend their scholarship in fields of natural science rather than in Hindoo and Chinese philosophy, interesting and profitable as such study is, and so we have selected courses in physiography and botany rather than courses in Sanskrit and comparative religion.

In this larger sense, therefore, we have selected the courses offered in this college with reference to the wants and needs of the teacher—and hence rightly call it a College for Teachers.

We offer instruction, moreover, in pedagogy, but only as in other subjects—and with the same end in view—scientific training and knowledge. The list of subjects in which we shall offer instruction during the first year is as follows: Astronomy, botany, chemistry, English, French, geology, German, Greek, history, Latin, mathematics, philosophy and pedagogy, physics, physiology, political economy, political science, public speaking, sociology, Spanish, zoology.

The Future.

The modest undertaking is only the beginning of what we hope will prove a large and expanding work. We have undertaken to duplicate only a few of the many courses offered in the other colleges of the university which are of interest to teachers. We hope, as this experiment succeeds, to add many more, until all the courses offered to other resident students which may be of service to teachers, may be duplicated here in a form and at times which will enable the teachers to utilize them. But when this has been accomplished we shall only have begun our work. There are many other courses which appeal especially to other classes in the community. The new College of Commerce and Politics which has just begun its work contains many courses which would be of interest to the young business man, clerk, lawyer, to every one in fact who cares to learn something of the wider and deeper forces which underlie our modern industrial and social life. In the department of biblical study there are also many other courses which would be of immediate use and benefit to the young clergyman, Sunday-school teacher, and in general to all who are interested in the scientific study of the Holy Scriptures. In fact, we shall not rest content until we have organized here a great down-town college in which, so far as possible, all the work of the other colleges in the university shall be duplicated which can be of service to busy people in any line of active life—and this means something for everybody.

University Extension.

This is the true university extension idea and the true university extension ideal. Reproduce the facilities of the college and university in such a form at such times and at such places as will enable those who are bearing the burden of active life in our society to participate in these advantages. Every man and woman in our society should make his education, and by that I mean his systematic intellectual training, a continuous process extending thru life—make it as much a part of his every-day existence as his business, his religion, and his amusement. It is the work of university extension to promote this idea.

(Part of an address by Prof. Edmund J. James, Ph.D., dean of the College for Teachers, at the opening exercises of the college held Friday evening, September 30, 1898, at the Studebaker Concert Hall, Fine Arts Building, Chicago.)

The School Journal.
NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 5, 1898.

The Connecticut State Teachers' association has protested against the issuance of teachers' certificates by the towns of the state. The association holds that unworthy teachers get certificates and many abuses result. They ask for legislation requiring that every teacher should have a state certificate, good in any town in the state. This is a step in the right direction and one that should be taken in every state in the Union. State certificates must really entitle the holder to teach in any part of the state for which they are issued. Keep the ball a-rolling.

The idea of collecting money in the schools for a monument in Paris to Lafayette has aroused an opposition that constantly will increase in proportions. State Supt. Charles R. Skinner, of New York, has voiced the general sentiment in his energetic letter. What is true of collections for a Lafayette monument is true of collections for other purposes, whether for battleships, peace jubilees, or Cuban relief. Next, Germany will want money to build a church in Jerusalem, and the emperor of China a special palace car to get away from Pekin. Let us remember the schools are for one sacred purpose—the instruction of children.

Secretary Frank A. Hill, of the Massachusetts state board of education, has rendered a signal service to secondary education by his thoughtful address before the New England Association of Colleges and Preparatory Schools at Springfield, October 15. His subject was the much mooted question, "How Far the Public High School is a just Charge upon the Public Treasury." Every reader of the extracts given in this number will agree with Supt. Thomas F. Balliet that this is the best that has yet been said on the subject.

The association of doctors of pedagogy, composed of graduates of the New York University School of Pedagogy, has secured an important concession from the Astor Library which will be of practical benefit to all teachers in the city of New York. A committee, consisting of Drs. Monteser, Badenus and Isobel Camp, called on the librarian to place before him reasons for adding a number of important American and foreign books and periodicals to the library. The committee was very cordially received, and an order was at once issued to purchase several pedagogical classics and to subscribe for the most important professional periodicals. By calling for these publications and making use of the new opportunities offered by the Astor Library, teachers will help the extension of library facilities in this direction.

If there is any other state teachers' association that can equal the attendance record of the Rhode Island Institute of Instruction it has kept the fact very quiet. Over 3,000 teachers were present when the institute opened. It is true, the railroad expense of reaching Providence from any point in "Little Rhody" is small. That may account for the attendance in general, but not for the crowding at the meetings. Teachers had really come to learn from the addresses and discussions provided for them. Among the speakers from out of the state were G. Stanley Hall, E. E. White, James L. Hughes, P. W. Search, Alice Freeman Palmer, William H. Burnam, John S. Clark and N. S. Shaler. Miss Sarah L. Arnold, whose name appeared on the program, was unable to be present on account of illness.

The features of the meeting most appreciated were the two addresses by Dr. E. E. White, particularly the one on "Character," a master-work of oratory and one of the most remarkable lectures ever heard at a teachers' institute. THE SCHOOL JOURNAL will have an abstract of it in a later number. On page 421 is given an abstract of the address by Supt. P. W. Search, of Holyoke, Mass., on "The Elimination of Waste in Schools." A fuller report of the meeting will appear next week.

The coming of peace brings us into communication with Spain once more. The editor is glad to see the *Boletin de la Institucion Libre de Ensenanza* one of the best foreign pedagogical magazines. One article in the current number is on the organization of primary education in Spain, by Prof. D. Manuel B. Cossio, director of the national pedagogic museum. There is also a contribution from Dr. John Weir, of the national University of Tokio, on elementary education in Japan.

The Pedagogy of Herbart.

The misconception is abroad that the pedagogical theories of Prof. Rein of Jena and his American disciples are those advocated by Herbart. Even so painstaking a student as Prof. Arnold Tompkins has fallen into this error. In his article on "Herbart's Philosophy and his Educational Theory,"* he pours hot shot on some of the peculiar doctrines advocated by the McMurrys, giving the impression all the while that he believes himself to be dealing a deadly blow at Herbart's educational theory. Most of his strictures would be cheerfully endorsed by Herbart as quite in accordance with his spirit of his own pedagogy.

There is not one single sentence in all of Herbart's books, lectures, and letters which could be honestly cited as suggesting a division of subject of study into "moral and immoral."

Neither is Herbart responsible for the "culture-epoch" theory as usually represented. Some of his most philosophical followers are vigorously opposing the mechanical development of the Herbartian suggestion of a principle underlying the theory. It is true—unfortunate, rather, that books written in the English language can be cited as making the regulation culture-epoch arguments appear as emanating directly from Herbart. Thus, for instance, a recent book ostensibly based on the study of Herbart contains this nonsense: "Herbart considers the child from the culture-historic point of view. He says that the little child possesses the same circle of ideas as those of our remote ancestors, and it passes thru various stages of culture during its development from infancy to maturity. Hence the ideas which accord with the child's taste are likely to be found in the fairy tales which have been handed down from remote ages. Each school year (*sic!*) should correspond to a stage of development thru which

**Educational Review* for October. A condensation of the article appeared in THE SCHOOL JOURNAL of October 29th.

the human race has passed." The same book gives citations from Rein, Mager, and Herbart exactly as given in an article published in *The Forum* some time ago. This may furnish a clue to the method by which quotations from Herbart are often secured.

Furthermore, Herbart himself condemns all forms of sham correlation which are nothing more than external connection of incidents. The "that reminds me" kind of a correlation is the peculiar achievement of the Ziller-Rein syndicate, principally and abundantly represented in this country by the two McMurrys. The fun that Prof. Tompkins makes of the "Robinson Crusoe" concentration scheme might with more justice have been directed against Rousseau, and even that would have been wrong.

How little Prof. Tompkins hits Herbart is evident also from his enumeration of the so-called formal steps in the recitation. Herbart's "system," for example, means a great deal more than "condensation." Besides Prof. Tompkins' objection to the practice of introducing each new lesson by means of a preparatory discussion is again merely a shot at Prof. Rein and his echoes.

While nearly all of the attacks on Herbart's educational theory may be readily turned aside as aimed at a wrong mark, those upon his philosophy are not so easily disposed of. Truth, fancy, half-truths and misrepresentations are so hopelessly mixed that no one would ever know who or what has been Prof. Tompkins's model of Herbart's philosophy. It is suggested, for instance, that Herbart and Hegel are directly opposed to each other; that the former represents materialism and the latter idealism; that the former is a dualist and the latter a monist, etc. Prof. Tompkins may be interested in the fact that so high an Herbartian authority as Prof. Volkmann in his *Lehrbuch der Psychologie* of Hegel and Herbart as the "chief representatives of the principal *monistic* forms" of philosophy. In another place Volkmann writes that "the soul-concept of realistic monism (Herbartian) has had the peculiar fate of being called, sometimes materialism, sometimes spiritualism and sometimes even dualism." Prof. Tompkins has managed to strike two of these misconceptions and pounds away at them honestly believing that the blows are falling on Herbart's head.

The only thought which can be accepted as it stands, is the one placed near the beginning of Prof. Tompkins's article, reading, "His [Herbart's] educational theory is a widespread and wholesome influence in present educational thought."

LOS ANGELES, CAL.—Four of the five members of the executive committee of the N. E. A. came to Los Angeles a few days ago on their investigating tour looking to the selection of a place for holding the next meeting of the association. The party comprised of Pres. E. O. Lyte, Secretary Irwin Shepard, Chairman of Trustees Albert G. Lane and First Vice-Pres. J. M. Greenwood. They intended, after leaving here, to visit San Francisco, Salt Lake, Portland, and Tacoma. The place for the convention will be determined upon their return to Chicago, but the rate which the railroads agree to give will have much to do with the selection.

THE SCHOOL JOURNAL

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The Educational Outlook.

Massachusetts Superintendents Meet.

Springfield, Mass.—The twenty-ninth meeting of the Massachuetts Superintendents' Association, was held October 14th. Pres., W. H. Sanderson, of Bridgwater, occupying the chair. The first topic for discussion was, "In What Respect Should the Course of Study in Rural Schools Differ from that in City Schools?" The discussion was opened by Supt. Clarence A. Brodeur, of Chicopee, followed by Supt. Preston W. Search, of Holyoke, and others.

Supt., Balliet of this city called attention to the apathy in country schools. The teachers of the past were for the most part young college graduates, who took a deep interest in the brighter pupils under their charge, and sent them to college. The country schools thus appeared stronger than at present. Now, the teachers are mostly young women who have the greatest success in handling the younger pupils. The teachers should be allowed always to work along those lines where they have the greatest strength. The superintendents should visit the rural schools often and methods which should not perhaps be useful in city schools, would become valuable if applied to rural schools. If the school is in a farming locality, agricultural reading might be given out. Reading of a general nature should always be encouraged.

At the afternoon session, Supt., W. G. Wheeler, of West Springfield presided. The afternoon's session included the discussion of the reports of committees on legislation, and an address on "The Meaning of Boy's Plays" by Dr. Luther Gulick of the Young Men's Christian Association Training school of this city. Frank A. Hill, secretary of the state board of education, spoke on "Recent School Legislation."

Important Educational Meetings.

Nov. 25-26.—Eastern Ohio Teachers' Association at Bellaire. President, Supt. James Duncan; vice-president, Miss Alice Bielford, Caldwell; secretary, Miss Lucy McGirr, Marietta; treasurer, Supt. A. B. Wingate, Bowerston; chairman executive committee, Henry G. Williams, Bellaire.

Dec. 9-10.—New Jersey High School Teachers' Association at Newark. President, Lincoln E. Rowley, East Orange.

Dec. 26.—South Dakota Teachers' Association, at Redfield. President, H. E. French, Elk Point; secretary, Jennie Rudolph, Canton.

Dec. 26-28.—New Jersey State Teachers' Association, at Trenton. President, Henry M. Maxson, Plainfield; secretary, Lewis C. Wolley, Trenton.

Dec. 27-29.—Illinois State Teachers' Association, at Springfield. President, J. H. Collins, Springfield; secretary, Joel M. Bowlby, Metropolis.

Dec. 27-29.—Louisiana State Teachers' Association, at New Orleans. President, D. B. Showalter, Monroe; secretary, Miss Lula Soape, Shreveport.

Dec. 27-29.—Missouri State Teachers' Association, at Jefferson City. President, E. D. Luckey, St. Louis; secretary, H. E. Dubois, Kansas City.

Dec. 27-29.—Wisconsin State Teachers' Association. Meetings to be held at the Milwaukee normal school.

Dec. 27-30.—Florida State Teachers' Association, at St. Augustine. President, Dr. W. E. Knibloe, Jacksonville; secretary, D. R. Cox, Tallahassee.

Dec. 28-30.—Montana State Teachers' Association, at Helena. President, M. A. Stapleton, Anaconda; secretary, Miss Maly Mullins, Butte.

Christmas week.—California State Teachers' Association, at Santa Rosa. President, C. W. Childs, San Jose; secretary, Miss M. F. Fitzgerald, San Francisco.

Christmas week.—Minnesota State Teachers' Association, at St. Paul. President, A. E. Engstrom, Cannon Falls; secretary, J. D. Bond, St. Paul.

Christmas week.—Arizona Teachers' Association, at Phœnix. President, W. B. Blount, Scottsdale.

Christmas week.—Michigan State Teachers' Association, at Lansing. President, J. W. Simmons, Owosso; secretary, M. L. Palmer, Jackson.

Dec. 31.—Indiana State Teachers' Association, at Indianapolis. President, F. M. Staker, Terre Haute; secretary, James R. Hart, Lebanon.

New York State Association of Grammar School Principals. Fifth annual meeting, Syracuse, Dec. 27-29. Secretary, James L. Bothwell, Albany, N. Y.

Holiday Conference, New York State Associated Academic Principals, Syracuse, Dec. 27-29. President, J. C. Norris, Canandaigua, N. Y.

Conference of Middle State Colleges and Preparatory Schools, Columbia college, New York city, Nov. 25 and 26. President, Dr. Julius Sachs, New York city.

New York State Science Teachers' Association, New York city, Dec. 29 and 30. President, Charles W. Hargitt, Syracuse university.

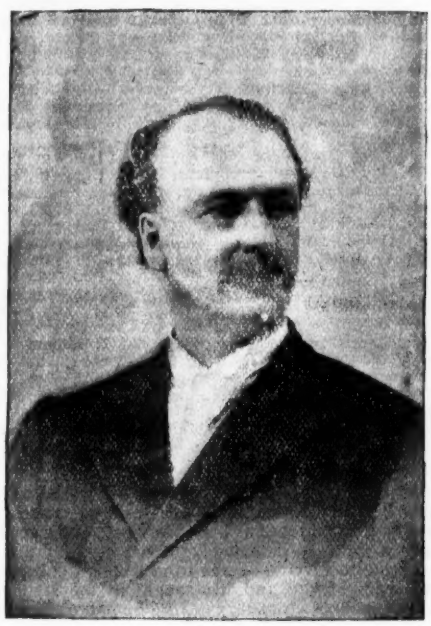
Boston School Matters.

BOSTON, MASS.—The movement to secure graduates of the city schools on the school board has assumed an organization. A committee from the Lawrence and Mather school association invited delegates from the different school associations to meet and discuss the desirabil ty of more city school graduates on the board of education.

Twenty-three of the associations sent delegates, who met at the Parker house October 19 and perfected an organization. It transpired that out of the present twenty-four members of the Boston school board, hardly a quarter of them had attended Boston schools. After some discussion of the matter, it was decided that the schools should ask that four candidates in all be put upon the Democratic and Republican tickets, these candidates to be selected by a committee of nine. Mr. Elmer G. Foster, of the Dearborn school association was elected president of the consolidated organizations, and Mr. E. H. Willett, of the Everett school, secretary.

The Boston Normal Again.

BOSTON, MASS.—At the last meeting of the school board, the question of abolishing the Boston normal school was again brought up. A motion was made to rescind the vote of abolition, but was not carried. Then the opponents of the school moved to lay the matter over for two weeks. They carried their point, and the next meeting of the board probably will settle finally the question of a state or city normal school in Boston.



Hon. Frank A. Hill, Secretary of the Massachusetts State Board of Education.

The Mayor Recommends Bath Houses.

The mayor has notified the schools that the permanent bath house for the free use of the public has been opened, and has requested the teachers in the schools within a reasonable distance of it to encourage their pupils to use it regularly. The charge of one cent for the use of a towel and one cent for a piece of soap is made except on Saturday afternoons, when everything is free to school children.

Lectures for the People.

Mayor Quincy has been studying the New York system of free lectures for the people, and recommends that the system be adopted in Boston. He says that such a plan involves a much larger utilization, with a slight additional cost, of a very expensive school plant. Mayor Quincy says that if the board will allow the use of school halls for free popular lectures, he will attempt to secure from the city council or private subscription, the necessary funds. He also offers to organize an advisory committee to secure speakers and make arrangements.

The Sabbath League Protests.

The New England Sabbath Protective league has issued to the public a protest against a circular distributed among the schools. The circular was issued by the music commission of the city, at the suggestion of the mayor, calling attention to the Sunday evening concerts in Music hall, under the charge of eminent conductors. The teachers were asked to call the attention of their pupils to the concerts and to the fact that they offered educational music at a low price. The league protests against such a use of the Sabbath.

In and About New York City.

An examination of applicants for licenses as teachers of manual training, or form study and drawing in the greater city will be conducted by the board of examiners Saturday, November 12, commencing at 9:30 A. M., at the college of the City of New York, Twenty-third street and Lexington avenue, and also on such subsequent dates as may be appointed by the board of examiners:

(a) Each applicant must be at least eighteen years old and of good moral character; (b) each applicant must be a graduate from a high school or an institution of equal or higher rank, or possess an equivalent education; (c) each applicant must be a graduate from a professional course of at least one year in manual training, or in form study and drawing; (d) each applicant must have had one year's experience in teaching his specialty (applicants for licenses to teach in Manhattan and Bronx must have had three years' experience in teaching manual training, or form study and drawing; (e) each applicant must pass an examination. The examination will be upon: (1) Drawing in charcoal from the cast; (2) painting in water colors from still life; (3) modeling in clay from still life; (4) orthographic projection and working drawings; (5 Theory and practice of manual training, including methods of instruction in freehand and mechanical drawing, clay modeling, paper work, color and design. A practical test of ability to teach will also form a part of the examination. In the written and oral answers to examination questions the applicant must give evidence of his ability to use the English language correctly. Any candidate who has planned a course of study or prepared a paper involving research, or executed a project in his specialty, may submit the same as a part of the written examination. A supplementary academic examination will be required for all candidates, whatever their academic history, who, in the judgment of the board of examiners, require such a test. The licenses issued under these regulations hold for the period of one year, and may be renewed for two successive years, without examination, in case the work of the holder is satisfactory to the borough superintendent. At the close of the third year of continuous successive service the city superintendent may make the license permanent.

1. Candidates must file with their applications evidence of possessing qualifications marked "A," "B," "C," and "D" in the above notice. 2. Each applicant for a license to teach in Manhattan and Bronx or in Queens is required, within ten days after the date of the examination, to report for a physical examination to one of the authorized physicians of these boroughs. Applicants for licenses to teach in Brooklyn or in Richmond may report to any physician of good standing.

Central Board Meeting.

The central board, at its meeting last Wednesday, adopted a resolution relieving teachers from the payment of the fees of physicians for examination, and putting the burden on the board. The by-laws covering this matter were so amended as to read:

"6a. The evidence of sound physical health shall consist of a physician's certificate. All physicians giving such certificates, to a number not to exceed ten for the boroughs of Manhattan and the Bronx, five for the borough of Brooklyn, two for the borough of Queens and two for the borough of Richmond, shall be appointed by the president of the board of education during the month of November in each year. The certificate of any one of these physicians shall be good in all boroughs. The fee to be charged for each certificate shall not exceed the sum of $3. Such fee shall be paid by the board of education on the proper audit."

WARM DISCUSSION OVER LIBRARY MONEY.

State Supt. Skinner had written a letter stating that the payment of the state's half in support of libraries must be made to the City of New York. This letter was read to the board. A resolution was there introduced putting the whole management of the libraries under City Supt. Maxwell and six expert clerks. Commissioner Dresser, of Brooklyn, opposed the resolution on the ground that it interfered with the prerogatives of the borough superintendents. It is the old question of division or centralization of authority. The Manhattan members argued that Supt. Skinner's letter demanded the proposed arrangement. Mr. Dresser moved to postpone consideration, but the motion was voted down. On reconsideration the motion prevailed, and the matter went over.

TEACHERS TO BE RETIRED.

The committee on school system recommended the following teachers for retirement, in view of their service since the dates given:

Gertrude L. Simpson, 14 F. D., 1858; Mary G. Brown, 31 P. D., 1863; Charlotte E. Carly, 40 M. D., 1859; Rose M. Colgan, 43 P. D.; 1858; Helen E. Ludlow, 45 F. D., 1856; Mrs. Marie Van Liew, 61 P. D., 1865; Joseph Finch, 67 M. D., 1845; Jennie A. Parsells, 69 P. D., 1868; Catharine Thompson, 80 P. D., 1858; Daniel C. O'Connor, 83 G. D., 1860. Special teachers of drawing: Francis O'Ryan, 1860; Emily Fox, 1855; Frances Melville, 1855.

This matter will be voted on at the next meeting.

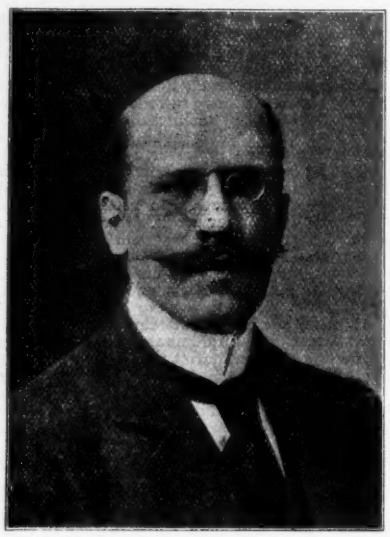
THE SCHOOLSHIP ST. MARY'S.

The nautical school committee recommended that the resignation of Howard Patterson as superintendent of the schoolship St. Mary's be accepted, and that the former officers be appointed as follows, the navy department consenting: Commander William H. Reeder, superintendent, $2,000 per year; Lieutenant Chester M. Knepper, executive officer, $1,500; Lieutenant (senior grade) Andrew T. Long, senior instructor,

$1,000, and Ensign Henry A. Wiley, junior officer, $800 a year. These officers left at the beginning of the war. The navy department on Saturday assigned Commander Reeder to the ship.

Brooklyn.

The interesting exhibit of pictures for school-room decoration, compiled by Prof. Goodnough, Miss Shattuck, and Miss Herrick, of Brooklyn, is having marked success wherever it goes. The exhibit was at Worcester, Mass., the first three weeks in October, and on October 22 opened at the School of Design,



Hugo Muensterberg, Ph.D., M.D., Professor of Psychology, Harvard University, who will lecture before the New York Schoolmasters' Club, on Saturday evening, November 12, 1898. Subject: "Psychology and Mysticism."

Providence, R. I., under the auspices of the public schools. It came to the Art Institute, Brooklyn, on Wednesday, and will be exhibited there until November 16. The Helman-Taylor Company, of Cleveland, Ohio, are publishing a complete catalog of the exhibit, and will have it ready the last of the month. It includes about 1,700 subjects, and has been a year and a half in preparation.

ERASMUS HALL ANNEX.

The long delayed sanction for the erection of the annex to Erasmus Hall high school in Brooklyn, was given by the board, and the amount for furnishing public schools, Nos. 116 and 118, Brooklyn, was limited to $18,000.

BROOKLYN'S MANDAMUS.

The most important matter brought before the board was the writ of mandamus obtained by the Brooklyn members from Judge Gaynor in the supreme court, directing the payment to Brooklyn of the $325,000 withheld by the board. In view of this, the following resolution was introduced:

"*Resolved*, That in view of the legal proceedings undertaken by the school board of the borough of Brooklyn, looking to such apportionment of the general school fund for the last six months of the current year as will seriously curtail the amounts of money at the disposal of the borough school boards of Manhattan and the Bronx, Queens, and Richmond, it is deemed expedient by this board to advise the various borough boards of the impropriety of making operative at the present time any regulations or by-laws which contemplate the expenditure of funds the title of which is the subject of such legal proceedings."

In ordinary language, this is a recognition of the strength of the case established by Brooklyn, and a warning to the other boroughs not to spend the money at issue until the whole matter is finally settled. The resolution was passed after being explained to the satisfaction of the Brooklyn members.

Queens.

The board of education of the borough of Queens has asked the board of estimate for $12,500 for the purpose of establishing in the borough a course of free lectures for men and women. It is strongly hoped that the board will make this appropriation, which, while small, will do a large service in raising the average intelligence and stimulating a desire for knowledge among the people of Queens.

NO COAL FOR SCHOOLS.

Ten schools in the borough were closed for from two to three days two weeks ago because of lack of coal. The principals ordered them closed for fear of endangering the pupils' lives. Requisitions had been made to the superintendent of school supplies, but the coal had not been sent. So 8,000 children went without schooling in ten schools, and in several other schools, wood was burned. Prin. Demarest of the high school, Astoria, bought half a ton of coal himself. The trouble was caused by the neglect of a fuel inspector to notify the contractors that the coal was needed. When Comptroller Coler learned of the affair, he wrote to the board of education, asking that the inspector be removed for incompetency.

Westchester Teachers' Association.

The Westchester county teachers' association will hold its fall meeting November 12, in the high school building at Tarrytown, N. Y. The meeting begins at ten o'clock, and the program includes addresses on the "Result of Vertical Writing Investigation," by Prof. John W. Smith, of White Plains; "Compulsory Educational Law," by Supt. Young, of New Rochelle; "Nature Study in the Public Schools," by Prof. L. H. Bailey, of Cornell university; and "Reading," by Asst. Supt. Edgar Dubs Shimer, of New York. Discussions will follow each address, and an interesting meeting is promised.

At the meeting of the Society for the Comparative Study of Pedagogy to be held November 7, Dr. Judd, of the New York University School of Pedagogy will present a paper on "Color Vision."

Educational Associations in New Jersey.

Readers knowing of any association omitted from this list are requested to notify the editor, giving name, officers, number of members, and time and place of meeting.

Essex County Schoolmasters' Association.—Meets on the second Friday of each month from October to April inclusive, at East Orange high school. Executive committee, Edward H. Dutcher, East Orange; W. E. Chancellor, Bloomfield; E. C. Sherman, East Orange.

Hudson County Teachers' Association.—Meets the second Saturdays in October, February and May. President, M. H. Kinsley, Kearney; secretary, S. A. Robcrson, North Bergen; treasurer, E. A. Murphy.

Schoolmasters' League of New Jersey.—President, George H. Linsley, Jersey City; vice-president, Edwin Shepard, Newark.

Jersey City Teachers' Association.—Regular meeting the third Wednesday of each month. President, Charles A. Hoyt; secretary, Mary E. Benton; treasurer, Irving P. Towne.

Jersey City Teachers' Club.—President, Miss Lydia K. Ennis.

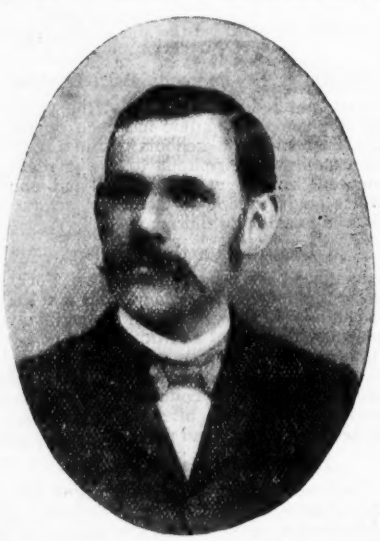
Jersey City Male Principals' Association.—President, Geo. H. Linsley.

Newark Public School Principals' Association.—Meets the fourth Wednesday of the month at 4 P. M. in the high school building. President, David B. Carson; secretary, Elmer K. Sexton; chairman business committee, A. G. Balcom.

Newark Vice-Principals' Association.—Meets the first Wednesday of each month from October to May. President, Jane E. Allen, Washington street school; corresponding secretary, Miss Fletcher, Elliot street school.

Newark Teachers' Guild.—Membership, 500. President, Miss Sara A. Fawcett; secretary, Miss Jessie K. Doremus.

Prin. W. E. Bissell, of the Burnet street school, Newark, N. J., is well known among the educators of the state. He was born in New Jersey, and has been working in its schools all his life. In 1876 he was graduated from the state normal school, and in 1881 he received a degree from Rutgers college. He is forty-two years of age, and has taught in the state for more than twenty years. From 1877 to 1886 he had charge of the de-



partment of mathematics in the Rutgers preparatory school, and was principal of the school for the last four years of that time. Since then he has been principal of the Burnet street school, Newark, during which time he has lectured frequently at teachers' institutes in the state. Two years ago he was seriously considered for the office of state superintendent.

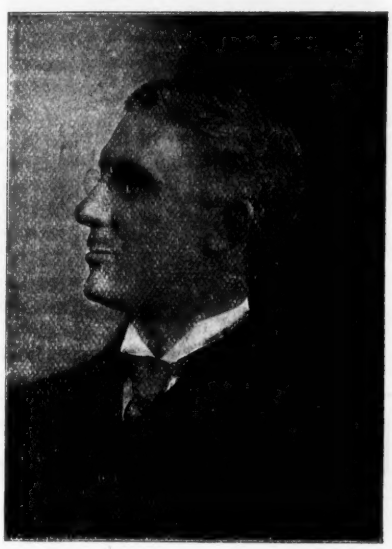
Boards of Education.

MONTCLAIR, N. J.—School children now can obtain three-cent tickets for rides on the cars of the North Jersey Street Railway company, by presenting a certificate from Supt. Spaulding.

WOBURN, MASS.—The school board has voted that all pupils in the high school must participate in physical culture exercises for ten minutes every day.

ORANGE, N. J.—The board spent $400 for plans for an addition to the Lincoln avenue school, which is declared absolutely necessary, and then refused to give the contract to the lowest bidders, who would build the addition for $15,000. The board also refused to take any other action in the matter, thus postponing the addition indefinitely. The board has the authority to spend $63,000, realized from the sale of bonds, for this addition and for the construction of a new school in the fifth ward.

NORTH ADAMS, MASS.—A man named Arbte has been fined $10. recently in this city for violating the statute requiring parents or guardians to send their children to school. Supt. Hall of the public schools had sent Mr. Arbte three notices of his infracion of the law with reference to his three children, which notices were disregarded, with the result that Arbte had to settle with the court. The superintendent promises more cases of the same character unless parents and guardians do their full duty by their wards.



Graham H. Harris, President Chicago Board of Education.

Will They Get the Money?

EMPORIA, KAN.—An interesting decision has just been given in the supreme court, affecting the schools of Emporia. A contest arose between the school board and the city council respecting the tax levy for school purposes. The board wanted to levy a tax which the council thought excessive. The secretary of the board brought mandamus proceedings to compel the council to approve the levy. The writ was denied, and the city is without a levy. The board had waited till the last moment allowed by law, in order to compel the council to approve. Whether the school board can get any money for schools this year remains to be seen.

For Better Physical Development.

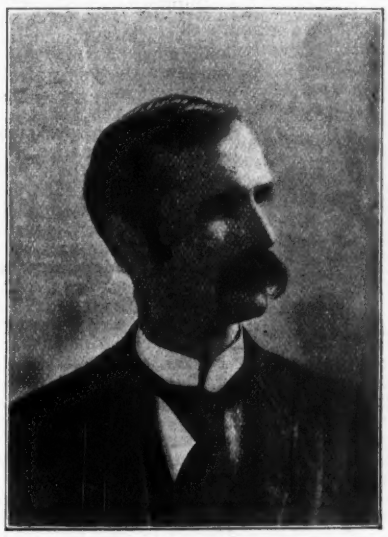
BALTIMORE, MD.—The school board has issued a pamphlet prepared by Director Schulz aud Assistant Director Sultan, containing instructions for teachers in giving lessons in physical training. The pamphlet gives a list of reference books on general education, systematic training of the body, hygiene, gymnastics, and the like. Directions about proper clothing are given, the necessity for proper breathing is noticed, and instructions as to the exercises are set forth. There is a series of twenty-four lessons, each one to be used two weeks.

Cambridge Drops Sloyd.

CAMBRIDGE, MASS.—Saturday sessions for the teaching of sloyd have been abolished by the school board by a vote of six to six. The course was held in the Holmes' school for boys in the eighth and ninth grammar grades. The committee on text books and studies, of which Prof. Taussig is chairman, recommended its continuance. Messrs. Chamberlain and Malley objected, on the ground that while fifty-one pupils enrolled last year, at the end of the term there were only twenty-seven. On a vote, the motion to continue the school was lost.

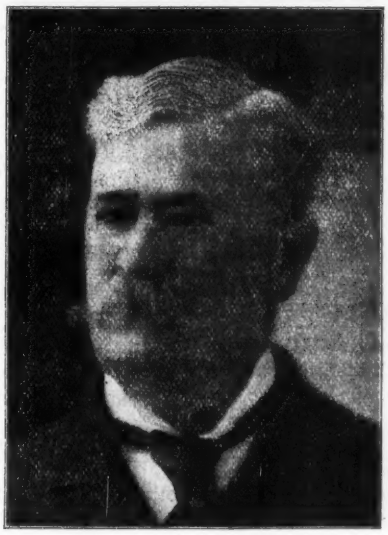
Cleveland and Her Basement Schools.

CLEVELAND, OHIO.—Last week it was stated that Cleveland had thirty-five basement schools, accommodating 1,700 pupils. There is considerable controversy over who is to blame for this



State Supt. C. H. Melane, North Carolina.

condition. Director of Accounts Rossiter says that the board of education is to blame. Director of Schools Sargent says the blame is on the old board of equalization and assessment as well as on the present board which cut $30,000 from next year's estimates. The old board, Mr. Sargent says, began the cutting, and since 1895 the cuts have been from 27,000 to $70,000. Mr. Sargent says it is easy to predict the condition next fall. He says that before the end of the school year there will be about forty-four basements and rented rooms in use, for about 2,000 pupils. About $78,000 will be available for buildings during the year. That will mean about twenty-six new rooms, leaving eighteen schools in basements. Next September over 2,000 pupils will be admitted, and at a conservative estimate, the total number of basement rooms will be between sixty and seventy. About $300,000 should be spent on buildings if the children are to be properly housed.



Supt. J. A. Shawhan, Columbus, Ohio.

Those who have the Joynes-Meissner German grammar will be interested in the *New Exercises* alternative or supplementary to those in Part I. of the grammar. These have been prepared by C. F. Kayser, Ph. D., instructor of German and Latin in the boys' high school, New York. He has had the co-operation of Prof. E. S. Joynes in the preparation of these exercises, which may be obtained in pamphlet form on request. (D. C. Heath & Co., Boston, Mass.)

Obituary.

Death of S. S. Packard.

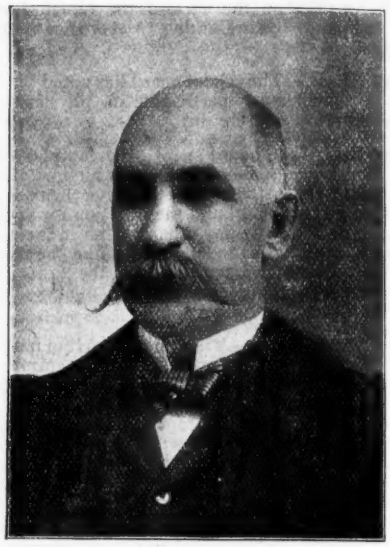
Silas Saddler Packard, founder and president of Packard's Business college, died on October 26, at the age of seventy-two. Mr. Packard was born in Cummington, Mass., April 28, 1826.



S. S PACKARD.

In 1833 the Ohio fever struck western Massachusetts and the Packard family moved west to Ohio, a month's journey. Mr. Packard's early days were spent in a log cabin. He received some schooling, and while in school he became proficient in grammar and mathematics, and was the best penman in the school. At sixteen, he began to teach penmanship, and in 1848 became a teacher in the Bartlett Commercial college. In 1851 he began to teach writing, bookkeeping, and drawing in the Union school at Lockport, N. Y. In 1856 he helped Bryant and Stratton to establish a business college in Buffalo, and two years later, in company with them, he founded the Bryant, Stratton, and Packard Business college in New York. This institution was the first tenant of the Cooper Union building, in which it remained for several years. Mr. Packard finally bought the interests of his partners, and the school took his name. It was moved to its present finely appointed quarters at Fourth avenue and Twenty-third street, and there it has been blessed with great prosperity. Much of Mr. Packard's life has been devoted to the writing of text-books. He was the author of the Bryant and Stratton's series of text-books on bookkeeping, published in 1859–60. He also wrote the manual, the arithmetic, the method of bookkeeping, the bank bookkeeping, and the business practice, which bear his name. The Paris and Rouen business schools were founded on Mr. Packard's models, after a personal examination of the system. The present school has more than fifteen thousand graduates, ten thousand of which have come from the city of New York.

Mr. Packard's friends celebrated his seventieth anniversary two years ago by a banquet at Delmonico's, at which he was presented with a magnificent loving cup by Mayor Strong, as a testimonial of the affection of his acquaintances. Mr. Packard had a strong and attractive personality, and made many friends in his long and useful life. He had a capacity for clear thought and felicitous expression that make his literary efforts charming reading. He had a talent for organization that was one of the great sources of his success. While his death will be a loss to the cause he represents, his life has been an inspiration to the friends of business education wherever he was known.



Charles Ashmead Schaeffer, A.M., Ph.D., LL.D., president of the University of Iowa, who died Sept. 23, 1898.

Death of H. E. Holt.

Prof. H. E. Holt, for many years an instructor in music in the public schools and the author of the music system which bore his name, died in Lexington, October 18. He was sixty-two years of age, and had devoted his whole life to music. At the time of his death he was a supervisor of music in the city schools, and a member of the faculty of the Emerson College of Oratory. He aided Dr. Frank Damrosch in the establishment of the people's singing classes in New York. He has lately devoted his time largely to teaching his normal music course, holding a summer school at Lexington for that purpose.



H. E HOLT.

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Educational Associations of New York City.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any asssociation omitted from this list are requested to notify the editor, giving name, officers, number of members, and time and place of meeting. If there are changes of officers, kindly notify the editor.

Manhattan and the Bronx.

New York City Teachers' Association.—President, Dr. Wm. P. Ettinger; secretary, Miss Henrietta Woodman, 2,500 members.

Schoolmasters' Club.—Meetings held the second Saturday of each month. President, Walter B. Gunnison; secretary, Charles A. Dorsey; treasurer, Martin H. Ray. Org. 1890, 150 members.

New York Society of Pedagogy.—Madison avenue and 85th street. Org. 1889, 1,200 members. President, Edward A. Page; corresponding secretary, Miss Hester A. Roberts; chairman membership committee, Herman A. Boehme.

Male Teachers' Association.—Meets the first Saturday of each month. Board of directors meet the first Friday of each month. President, Thomas J. Boyle, P. S. No. 82; vice-president, Henry H. R. Goodrich, P. S. No. 82; secretary, Emil L. Newman. P. S. No. 7; treasurer, William F. O'Callaghan, P. S. No. 29.

Association of Principals of Primary Departments.—Meets the second Monday of each month at 4 P. M., in the City college. President, Miss Josephine E. Rogers; vice-president, Miss Teresa L. Atkinson; secretary, Miss Sarah C. Buckbee; treasurer, Miss Mary E. Tripp.

Primary Teachers' Association.—President, Mary A. Magovern; vice-president, Sarah Robinson; secretary, Jennie E. Archer; treasurer. Anna M. McGean.

Kindergarten Association —Regular meeting of board of managers, the third Tuesday of each month. President, Hamilton W. Mabie; secretary, James M. Bruce; treasurer, Spencer Trask.

Association of Special Teachers of German.—Membership, 50. Meets the last Thursday of every school month in room 8, City college. President, David Adler; secretary, Anna Constantine; treasurer, Bertha Richter.

Association of Female Assistants in Grammar Departments.—President, Miss Alida S. Williams; corresponding secretary, Miss Mary W. Hatch.

New York Zoological Society.—Annual meeting the second Tuesday of January. President. Hon. Levi P. Morton; secretary, Madison Grant, 11 Wall street; treasurer, L. V. F. Randolph.

Genealogical and Biographical Society.—Organized 1869; 360 members. Meets the second Friday of each month. President, James Grant Wilson; secretary, Henry R. Stiles; treasurer, B. W. Pierson.

American Geographical Society.—Meetings this season will be held Nov. 14, Dec. 12, Jan. 16, Feb. 13, March 13, April 10. President, Charles P. Daly; corresponding secretary, Chandler Robbins; treasurer, W. R. T. Jones, N. Y.

Society for Psychical Research,—Organized 1890. J. H. Hyslop, president, Columbia college.

Natural Science Association.—114 Fifth avenue.

The Emile.—Secretary, Emanuel M. Wahl.

Society of Ethical Culture.—Board of trustees meet on the first Monday of each month from October to June. Chairman, J. D. Lange; secretary, Robert D. Kohn; treasurer, Adolph Openhym. Society House, 669 Madison avenue.

Educational Alliance.—Annual meeting in January of each year. President, Isador Straus; secretary, Felix M. Warburg; treasurer, Albert Friedlander.

University Settlement.—26 Delancey street. Council meets the third Tuesday evening of each month. Annual meeting of society in January. President, Seth Low; secretary, Seymour L. Cromwell; treasurer, James Speyer.

City College Club.—President, Col. Alexander P. Ketcham; first vice-president, Adolph Werner; second vice-president, John Hardy; secretary, James C. Byrnes; treasurer, Gustave Legras.

Alumnæ Association, Training School for Teachers.—Meeting in October, January, March, and June. President, Mrs. Stevenson B. Haig; secretary, Emma L. Warner; treasurer, Jessie T. Coddington.

Normal College Associate Alumnæ.—Fall Reunion, October. "At Home," second Friday of the month in the Alumnæ library. President, Mrs. Kasson C. Gibson; first vice-president, Miss Anna M. Hunter; corresponding secretary, Miss Blanche H. Arnold; treasurer, Miss Gertrude Dodd.

Associate Alumni, College of the City of New York.—Secretary, John Weldon, Jr., 133 Lexington avenue.

Teachers' Mutual Aid Society.—President, Dr. John P. Conroy; vice-president, Miss Esther Phillips; recording secretary, Miss Mary A. Curtis.

Teachers' Building and Loan Association.—Meetings held the last Friday of each month except thru July and August. President, David E. Gaddis, P. S. No. 54; secretary, A. D. Stratton, P. S. No. 4; treasurer, Samuel M. C. Crosby, P. S. No. 86.

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Teachers' Mutual Benefit Association.—President, Dubois B. Frisbee; vice-president, Samuel Ayers; recording secretary, Abner B. Holley; treasurer, Andrew J. Whiteside.

Teachers' Mutual Life Assurance Association.—President, Henry C. Litchfield; secretary, Alanson Palmer.

Teachers' Co-operative Building and Loan Association.—Meets the last Friday of each month at 166 East 86th street, on the Tuesday following the last Friday of each month. President, Joseph G. Furey; secretary, Magnus Gross; treasurer, James M. Kiernan.

Society for the Prevention of Cruelty to Children.—Board of directors meet the second Tuesday of each month. President, Elbridge T. Gerry; secretary, E. Fellows Jenkins; treasurer, Dallas B. Pratt.

Children's Aid Society.—Central Office, United Charities building, 105 East 22d street. President, D. Willis James; vice-president, Charles E. Whitehead; secretary, C. Loring Brace.

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Associate Alumni, College of the city of New York.—Pres., Edward M. Shepard, '69, 111 Broadway; Vice-Pres., James M. Donald, '72, 11 Nassau street; Sec'y James C. Byrnes, '86, 146 Grand street; Treas. Charles Murray, '84, 33 Broad street.

School Teachers Guild.—Meets the second Wednesday of each month from October to May inclusive. Pres., Miss S. Emily Potter; Vice-Pres., Miss S. N. Branum; Sec'y, Miss Annie Eagles; Treas., Miss Jessie K. Doremus.

New York Educational Council.—Meeting on the third Saturday of each month from September to May inclusive. Pres., Supt. T. E. Young, New Rochelle; Sec'y and Treas., Prin. J. M. Grimes, Mount Vernon; Recorder, C. DeF, Hoxie, Yonkers; Chairman Executive Committee, Prin. D. A. Preston, Brooklyn.

Young Men's Christian Association.—Frederic B. Pratt, chairman educational department of the international committee; George B. Hodge, secretary.

Alpha Round Table, University Society for Child Study.—Ella Keith, leader.

Society for the Comparative Study of Pedagogy..—President, Dr. Samuel Weir, School of Pedagogy; secretary, Dr. F. Monteser, School of Pedagogy.

American Kindergarten Society.—President, Miss Emily M. Coe; secretary, Miss Emily D. Elton, 70 Fifth avenue.

Art Students' League.—215 West 57th street. President, Bryson Burroughs; corresponding secretary, Ethel Jarvis Wheeler.

Association of the Improved Instruction of Deaf Mutes.—912 Lexington avenue.

Cooper Union, for the Advancement of Science and Art. Eighth street and Fourth avenue.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

New York Association of Sewing Schools.—President, Mrs. Richard Irvin; secretary, Miss H. S. Sackett.

Brooklyn.

Brooklyn Teachers' Association.—President, John H. Haaren; first vice-president, James J. McCabe; secretary, Lillian I. Powers; treasurer, Oliver D. Clark.

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Branch Principals' Association.—President, Miss Alice A. Douglas, P. S. No. 55; vice-president, Miss Ella Kelly, P. S. No. 87; secretary, Miss Grace C. Strachan, P. S. No. 42; treasurer, Miss Mary E. Sloan, P. S. No. 39. Meets the first Monday after the first Tuesday of each month, 4 P. M., at P. S. No. 15, Schermerhorn street and Third avenue.

Heads of Departments' Association.—President, Miss Susan H. Wilkins; corresponding secretary, Miss Kate E. Turner, 472 Quincy street; treasurer, Miss Adelaide A. Phillips.

Association of Normal Graduates.—Secretary, John H. Harris, 472 Sixth street

Teachers' Aid Association.—Meetings for 1898-99; Oct. 19, Dec. 14, Feb. 15, May 17. President, W. M. Jelliffe, P. S. No. 45; vice-president, William L. Felter, Asso. Supt.; secretary, Grace C. Wilson, P. S. No. 18; treasurer, James Cruikshank, P. S No. 12.

Teachers' Life Assurance Association.—Regular meetings the third Wednesday of September, January, March and June. President, Charles E. Tuthill; vice-president, Mary S. Elcock; secretary, Mary B. Hart; treasurer, Leonard Dunkley.

Froebel Society.—110 members. President, Mrs. Sadie W. Taylor, 316 Clifton Place; secretary, Mrs. C. Williams; treasurer, Mrs. H. Estelle Hartich. Meets the first Monday of the months from October to May inclusive, at Froebel academy, 688-690 Lafayette avenue.

Alumnae Association, Training School for Teachers.—200 members. Org. 1893. President, Katharine J. King; secretary, Jessie Coddington, 745 Hancock street.

Pratt Institute Neighborship Association.—Org. 1895. President, Melville A. Marsh; secretary, Miss R. Stevens, Pratt Institute.

Richmond.

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The Century Co., "
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Merriam, G. & C., Springfield, Mass.

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Spaulding, A. G. & Co., New York

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Eagle Pencil Co., "
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Fisk Teachers' Agencies, Boston, New York, Chicago Toronto, Los Angeles N. Y. C.
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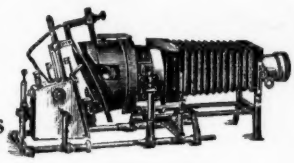
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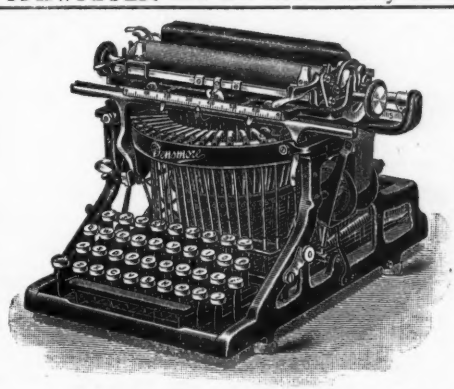
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Appleton, D. Appleton & Co., New York & Chicago
C. S. S. H., Central School Supply House, Chicago
D. C. H. & Co., D. C. Heath & Co., Bos., N. Y., Chi.
E. H. B. & Co., E. H. Butler & Co., Philadelphia
Flanagan, A. Flanagan, Chicago
F. & W. Co., Funk & Wagnalls Co., New York
Ginn., Ginn. & Company. Boston, N Y. & Chicago
H. M & Co., Houghton, Mifflin & Co., Boston, New York & Chicago
H. & N. Hinds & Noble, New York
Harper, Harper & Bros., New York
H. H. & Co., Henry Holt & Co., New York
H. P. S , H. P. Smith Pub. Co. New York.
W. R. J., W. R. Jenkins, New York
L. S. & Co., Leach, Shewell & Sanborn, Boston and New York
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M., M. & Co., Maynard, Merrill, & Co., New York
N. E. & Co., Novello, Ewer & Co , New York
McK., David McKay, Philadelphia
Pitman, Isaac Pitman & Sons, New York
P. & P., Potter & Putnam, New York
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Prang, Prang Educational Co., Boston, New York and Chicago
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C. S. Co., Christopher Sower Co., Philadelphia
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S. F. & Co., Scott, Foresman & Co., Chicago
Scribner, Chas. Scribner's Sons, New York
Sheldon, Sheldon & Co., New York
S. B. & Co., Silver, Burdett & Co., Boston, New York, Chicago, and Philadelphia
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Werner, Werner School Book Co., Chicago, New York, and Boston
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McCurdy's, "
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Hunt, "
Poynter, "
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Howe's, S. B. & Co.
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Kennedy's (2), A. B. C.
Swinton's, "
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Kellogg & Reed's, M. M. & Co.
Reed's Word Lessons "
Sargent's Ety., E. H. B. & Co.
Dunton's (3), S. B. & Co.
Kluge & Lutz's D. C. H. & Co.
Teal's Words F. & W. Co.

French.

Dreyspring's (2), A. B. C.
Duffet's "
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Keetel's (3), M. M. & Co.
De Rougemout's "
Maynard's French Texts, "
Prac. French Gram., Pitman
Tourists' Vade Mecum, "
Ginn's French (21), Ginn
Int. Mod. Lang. Ser. Ginn
Magill's Gram., C. S. Co.
Magill's Mod. Fr. Writ (4), "
Chardenel's (4), A. & B.
Rollin's Reader, "
Edgren's Gram. (2), D.C.H. & Co.
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" Comp. "
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" " College Prep. " "
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Geometry & Trigonometry.

Davies' Geom. & Trig. (3), A.B.C.
Hornbrook's Geom. "
White's Geom., "
Murray's Integ Calc. "
Raymond's Surveying, "
Crockett's Trig, (3) "
Wells' Geom. (3), L. S. & Co.
" Trig. (4), "
Nichol's Geom. "
Chauvenet's Geom., J. B. L. Co.
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Hill's Geom. (3), Ginn
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Dreyspring's (4), A. B. C.
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Maynard's Texts (18), M. M. & Co.
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Tourists's Vade Me cum "
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Italian.

Comba, Lingua Italiana W.R.J.
Edgren, A Brief Ital. Gram. "

Greek.

Coy's Beginner's, A. B. C
Kitchel's Cato's Apology "
Pierson's Prose Comp. "
Gleason's Xen. Cyropædia "
Hadley's & Allen's Gram., "
Harkness' 1st Book, A. B. C
Harper & Castle's Primer, "
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Johnson's 3 books of Iliad, "
Keep's Greek Lessons "
Clark's Xenophon, D. McK.
Clark's Homer, "
Cornell's Series, Ginn
Flagg's " (4) "
Fowler (Thucydides) "
Goodwin Grammar, "
Jebb, Homer, "
Liddell Scott, Lexicon "
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White's 1st book "
" " Beginners' Book "
School Classics "
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Yonge's Lexicon, Harper

U. S. History.

Barnes', (2), A. B. C.
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White's, "
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Anderson's (5) M. M. & Co.
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Dodge's Civil War "
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Higginson's, L. G. & Co.
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Johnston's, Scribner
Gordy's "
Am. Hist. Series (5), "
Andrew's, "
Hansell's and Jones (2) U. P. Co.
Burton's, Werner
Johnston's, H. H. & Co.
Scudder's (2) Sheldon

English Histories.

Lancaster's, A. B. C.
Thalheimer's, "
Green's, Harper
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Montgomery's, Ginn
Guest's Hand-book, Macm.
Gardiner's, L. G. & Co.
Higginson & Channing's, "
Longmans' Summary, "
Montague's Const'al, "
Creighton's Epochs, "
Stone's, T. B. & Co.
Gardiner's, H. H. & Co.
Hallam's, Harper
Hames', "
Smith's, "
Kummer's Epitome, A.S.B.&Co.
Oxford Manuals (6), Scribner
Brief His. of Gr. Br. Pitman

General History.

Barnes' Hist. of W'ld, A.

Building Notes.

ALASKA.

Sitka will erect a new school-house and teacher's residence at Wood's Island, St. Paul harbor. Write Jno. G. Brady, governor.

CALIFORNIA.

Ione.—An annex will be built to the administration building on the grounds of the Preston School of Industry.

Fruitvale will erect a school. Write D. F. Oliver, arch., Oakland.

CANADA.

Owen Sound (Ont.) will build an addition to the Brook school. Write J. C. Forster, arch.

London (Ont.)—An addition will be built to the Collegiate institute. Write Herbert Matthews, arch.

Loggieville (N. B.) will build a new school-house in district No. 3, Black Brook.

Winnipeg (Man.) will build a school-house. Write J. H. G. Russell, arch.

St. Gregoire (Que.)—The municipality will borrow $50,000 for the erection of a school building.

Oxenden (Ont.)—The trustees of school section No. 2 will enlarge the school-house.

New Westminster will build a new school.

Toronto (Ont.) will enlarge two schools.

St. Thomas will build two schools. Write J. Z. Long & Son, Journal building.

Dauphin (Man.) will erect a school-house. Write T. C. Silverthorne, arch.

COLORADO.

Lasalle will erect a school-house. Write Jno. H. Evans, arch., Evans.

CONNECTICUT.

Waterbury will erect a school-house. Write T. B. Peck, arch., Waterbury.

Woodbury will erect a school-house.

DELAWARE.

Wilmington will erect a new high school. Write G. H. Pierce, arch., New York city.

DISTRICT OF COLUMBIA.

Washington will repair two school buildings. Write Jno. B. Wright, pres. dist. comm'rs.

ILLINOIS.

Chicago will erect a school at Highland Park. Write J. C. Llewellyn, arch., Chicago.—Wheaton college will build a gymnasium. Write M. H. Vail, arch., Chicago.—Will repair Rogers Park school.—Will repair the blackboards in various school buildings.—A school building will be erected for Rev. Fr. Kramer Write Burtar & Gassmann, archs., Chicago.—Will build a school. Write N. S. Patton, arch., Chicago. R. C. Church of the Presentation will erect a school. Write M. Carr, arch., 134 Van Buren street.—Will erect a school building. Write Burtar & Gassmann, archs., Chicago.—The Italian R. C. Church of Assumption will erect a school-house. Write F. Foltz, arch., Chicago.

Lincoln will erect two school-houses. Write J. M. Deal, arch., Lincoln.

Glencoe will erect a school building. Write board of education.

Forreston will erect a school-house. Write E. F. Gesin, Forreston.

Monmouth will build the Harding school-house. Write O. W. Marble, arch., Chicago.

Campus.—A steam heating apparatus will be put into the new convent school here.

Winnetka will erect a school. Write W A. Otis, arch., Chicago.

La Harpe will erect a school-house. Write G. W. Payne & Son, archs., Carthage.

Joliet will erect a new school. Write S. A. Pease, Joliet.

Rossville will erect a school. Write Benes & Kutsche, archs., Rossville.

Aurora will erect a school-house.

INDIANA.

Hammond will erect a school-house. Write board of education.

Hessville will erect a school-house. Write E. W. Bump, arch., Hammond.

Crothersville will erect a school-house. Write C. F. Sparrell, arch., Columbus, Ind

INDIAN TERRITORY.

Wagoner.—A college building will be erected here. Write J. Luther Heckenlively, arch., Springfield, Mo.

IOWA.

Lemars will erect a new school-house in Stanton twp. Write H. N. Newell, sec'y school board.

Cascade will erect a school-house in sub-dist. No. 1, Prairie Creek twp.

Algona will erect a school building. Write Smith & Gutterson, arch., Des Moines.

Tonda will build a school in dis . No. 1. Write M. J. Lynch, sec'y school board.

Dubuque.—A new Catholic seminary will be erected here. Write Buechner & Jacobsen, archs., St. Paul, Minn.

Early will build an addition to the school-house. Write C. H. Jump, sec'y school board.

Davenport will remodel a school building. Write J. W. Ross, arch., Davenport.

Clinton will build a school-house at Ringwood Park. Write J. L. Rice, arch., Clinton.

Oelwein will erect a school-house. Write clerk of school board.

Updegraff will build a school-house in sub-dist. No. 8. Write S. J. Bedow, sec'y board of education.

Des Moines will erect an addition to the school-house.

Clarion will erect a school-house. Write C. Morse, arch., Des Moines.



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Ep. of Mod. Hist., (18) Scribner
Adam's Civ. Dur. Mid. "
Thatcher's Medieval Eur. "
Schwill's Mod. Eur.
Sheldon's D. C. H. & Co.

Roman History.

Barnes' Brief History, A. B. C.
Creighton's, "
Myers', Ginn
Leighton's M. M. & Co.
Cruttnell-Literature, Scribner
Gibbon's, Harper
Bury's, "
Liddell's, "
Merrivale's, "
Smith's, "
Pennell's A. & B.
Sheldon's D. C. H. & Co.
How & Leigh's, L. G. & Co.
Robinson's "

Grecian History.

Barnes' Brief History, A. B. C.
Fyffe's, "
Myers', Ginn & Co.
Oman's, L. G. & Co.
Robinson's Macm.
Jevon's Literature, Scribner
Curtius', "
Cox's, Harper
Smith's, "
Pennell's, Allyn & Bacon
Sheldon's D. C. H. & Co

Ancient History.

Barnes' Brief History, A. B. C
Thalheimer's Manual, "
Myers', "
Anderson's, M. M. & Co.
McKail's Latin Lit., Scribner
Epochs of (10) "
Dodge's Romans Sanborn

German History.

Lewis', Harper
Hosmer—Literature. Scribner
Keene's Lit. His of France, "
Fay's, A. S. B. & Co.

French History.

Barnes' A. B. C.
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Anderson's, M. M. & Co.
Markham's, Harper
Jervis', "
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Kindergarten.

The Little Artist, M. B. Co.
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Myths & Mother Plays "
Paper & Scissors "
Kindergarten Papers "
Instrumental Sketches "
Kind Blackboard "
Clay Modeling "
Woodwork "
Knife Work "

Language Lessons & Gram.

Welsh-Greenwood (2), S. B. & Co.
Mead's "
Lockwood's Les. in Eng. Ginn
Bingham's Gram, E. H. B. & Co.
Greene's (4), "
Powell's Language, (4) "
Atwell's Exercises, P. & P.
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Meiklejohn's Gram., "
West's Elements of, Macm.
West's for Beginners, "
Buehler's Exercises Harper
Rolfe's Studies of Eng. "
Salmon's Grammar, L. G. & Co.
Baskervil & Sewell's, A. B. C.
Clark's (2), "
Harper & Burgess, "
Harvey's (2), "
Holbrook's Grammar, "
Long's (3), "
Lyte's, "
Maxwell's (3), "
Metcalf's (2), "
Park's, "
Swinton's (2) "
Reed's, M. M. & Co.
Reed & Kellogg's (3), "
Raub's (2), Werner
De Garmo (2) "
Normal Course (4) S. B. & Co.
Tarbell's Lang. (2), Ginn
Whitney & Lockwood's "
Cobbett's Gram., A. S. B. & Co.
Sheldon's (2) Lang, Sheldon
Patterson's (2) "
Buehler's Ex. in English, Harper
Welsh's C. S. Co.
" 1st Lessons in Eng. "
Longmans' Gram. L. G. & Co
Steele's Gram & Anal. "
Plain English P. T. B Co.
Guide to Eng. Comp. Pitman
Hall's (2) R. M. & Co.

Latin.

Arrowsmith & Knapp's Viri Romæ A. B. C.
" " Whicher's First Latin Reading "
Coy's Latin Lesson, "
Egbert's Inscriptions, "
Harper & Miller's Aeneid "
Harper & Tollman's Gal. War, "
Lindsay's Cornelius Nepos, "
Lord's de Amicitia, "
Dodge & Tuttle's Prose Comp. "
Rockwood's Cicero's Cato, "
Harkness' Grammar "
" Cæsar "
" Cicero "
" Easy Method "
" Sallust's Catiline "
Johnson's Tacitus, A. S. B. & Co.
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Rigg's Cicero & Cæsar, "
Bennett's Gram., A. & B.
Kelsey's-Gallic War, "
" Cicero, "
Lindsay & Rollins-Easy Les., "
Rolfe's Viri Romae, "
Scudder's 1st Reader, "
Church's Virgil, Macm.
" Cicero, "
Hart & Osborn (Vir.), D. McKay
Heileg's (Ovid) "
Clark's Texts (4) "
Beeber's Livy, "
Clark's Horace, "
" Livy, "
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Collar's " (5), "
College Series Latin, "
Greenough's " (7) "
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McCabe's Burgham (3), Sheldon
Cook's Latin Course, Macm.
Latin Classics (68) "
Ritchie-Prose Comp. L. G. & Co.
Johnston's Cicero, S. F. & Co.
Jones' 1st Less., "
Rolfe's Nepos, A. & B.
Bennett's Cicero (3) Sanborn
Daniell's Prose Comp, Sanborn
Herbermann's Sallust "
Lord's Livy (3) "
Lane's Grammar, Harper
Gudeman's Lit. of Empire "

Latin and Greek Classics.

Bryant's Trans. Iliad H. M. & Co.
" " Odyssey "
Cranch's " Æneid "
Palmer's " Odyssey "

Law.

Commercial Law, W. & R.
Business "
Weed's D. C. H. & Co.
Commercial Law. P. T. B. Co.

Logic.

Schuyler's, A. B. C.
Jevon's, "
Davies'-Inductive, Harper
Atwood's Ele. J. B. L. Co.
Hill's, Sheldon
McCosh's, Scribner
Minto's, "
Hibben's Inductive "
Hyslop's Ele. of Logic "
Poland's (2), S. B. & Co.
Boyd's A. S. B. & Co.
Ballantyne's Inductive Ginn

English Literature.

Brooks's, A. B. C.
Gray's Practical Lesson, Harper
Robertson's History of "
Ralfe's Shake the Boy "
Stephen's Pope, "
Johnson's Criticism, "
Hime's Par Lost, "
Pancoast's (2), H. H. & Co.
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Underwood's Am. Authors, L. & S.
" British " "
Renton Outlines. Scribner
Clark's Eng. Prose Writers "
Craik's Compendious Hist. of Eng. Lit. "
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Deem's Song Chaplet "
Levermore's. Ginn
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Whiting's Course (6), D.C.H. & Co.
Whiting's Reader, "
Whiting's Chorus Book, "
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Hunt's History of, Scribner
Knickerbocker N. E. & Co.
Johnson's, S. B. & Co.
Griggs', "
John W. Tuft's, "
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Modern Music Series, S. F. & Co.
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Manual Training.

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Larsson's Carving. E.L.K. & Co.
" Working Drawings of Sloyd Models "
Hoffman's Sloyd System "
Salomon's (2), S. B. & Co.
Woodward's, D. C. H. & Co.
Whitaker's Tools D. C. H. & Co.
Hewitt's, L. G. & Co.
Woodward's, Scribner

Mythology.

Guerber's Greece & Rome, A.B.C.
" Middle Ages, "
" Northern Lands, "
Skinner's Folk Lore "
Scull's, Werner
Gayley's Classic Myths Ginn
Murray's Manual, D. McK.
Dwight's, A. S. B. Co.
White's A. & Son.
Aiken's Mind & Mem. Tr., Harper
Murray, Scribner
Harrington & Tolman's Sanborn

Nat. Hist. and Zoology.

Burnett's Zoology, A. B. C.
Hooker's Nat. Hist. "
Needham's Ele. Zoo. "
Steele's Pop. Zoo. "
Tenney's Nat. Hist. "
Orton's Zoology, Harper
Green's " J. B. L. Co.
Colton's " D. C. H. & Co.
Thompson's Zoo., Appleton
Clark's Micros'y, D. C. H. & Co.
Packard's Zoology (3), H. H. & Co.
Kingsley's, "
Gorman & Tower's Laboratory Guide for Dissection of Cats Scribner
Grant's Common Birds, "
Mill's Realm of Nature, "
Thompson's Animal Life, "
Woodhead's Bacteria "

Psychology and Men. Phil.

Halleck's Phy. & Psy. Cul. A.B.C.
Putnam's Ele. Phy. "
Roark's Phy. in Education, "
Browne's (4), Harper
Davis', "
Dewey's "
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Harris' Psy. Founds. of Edu., "
Taylor's Study of the Child, "
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Hill's " " "
Davis', S. B. & Co.
Poland's, "
Steele's Rudim. Psy., L. S. & Co.
Lindner's Emp. Psy. D.C. H. & Co.
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Scripture's New Psy. "
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Penmanship.

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Butler's (6), E. H. B. & Co.
Business Standard (7), "
Roudebush, C. S. S. H.
Economic (3), P. & P.
Heath's (10), D. C. H. & Co.
Haaren's, "
Duntonian (12) T. B. & Co.
Merrill's M. M. & Co
Intermediate Copy Books, Ginn
Normal, (15) S. B. & Co.
First Steps, A and B, "
" " C and D, "
Intermediate, "
Popular (5), C. S. Co.
Longmans' (24), L. G. & Co.
Business Handwriting, Pitman

Vertical Penmanship

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Webster City will erect a school-house in Pleasant Hill dist. Write J. R. White, arch., Webster City.—Will erect a school-house in sub-dist. No. 5. Write C. A. Howd, sec'y of school board.

Stennett will build a school in Sherman twp. Write A. A. Morgan, pres. school board.

Dahlonega will erect a school in Hopewell independent school dist. No 7, Highland twp.

Rutland will build a school-house in Maple Grove dist. Write J. E. Phleger, sec'y school board.

KANSAS.

Salina will vote on the proposition to issue $10,000 worth of bonds for the purpose of erecting a new school-house.

LOUISIANA.

New Orleans will erect a school-house in Algiers. Write W. S. Douglas, cy. comp.

Shreveport will build a school building. Write J. W. Gaddis, arch., Vincennes, Ind.

MARYLAND.

Laurel will erect a high school. Write Edward Phelps, Laurel.

Baltimore will vote on the question of issuing bonds for building schools.

MASSACHUSETTS.

Boston will erect a high school building at East Boston. Write Jno. L. Faxon, arch. —Will erect a high school building. Write Hartwell, Richardson & Driver, archs.—Will build school-house in ward 25. Write Whitman & Hood, archs., 62 Devonshire street.—Will build school in 14th ward. Write W. H. Besarick, 13 school street.—Will erect a school. Write Bacon & Hill, archs., 27 School street.

Lawrence will build new school-houses.

Northampton.—A new library will be erected for Smith college. Write York & Sawyer, archs., 156 Fifth avenue, New York city.

Fall River.—A school-house will be erected in St. Ann parish. Write Louis G. Destremps, arch., 9 and 10 Borden blk.

Watertown will erect a school. Write A. F. Haynes, arch., 18 Marshall street.

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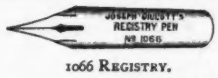
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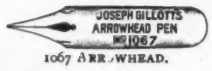
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Medford will erect a school-house.

MICHIGAN.

Adrian.—An academy will be erected for St. Joseph's (R. C.) church. Write C. F. Mathes, arch., Adrian.

Cadillac will build a school-house. Write F. S. Allen, arch., Joliet.

Wyandotte will build an addition to one of the school-houses. Write E. J. Harding, arch., Wyandotte.

Sault Ste. Marie.—An academy building will be erected for the Mount Lorette Sisters. Write A. T. Riley, arch., Sault Ste. Marie.

Ann Arbor.—Additions and improvements will be made to the University of Michigan. Write Spier & Rohns, archs., Ann Arbor.

Ionia will build a school in dist. No. 4, Berlin twp. Write W. F. Allen, ch'm. com.

Roseville will erect a school in dist. No. 5, Erin. Write Wm. Frazho, twp. clerk.

Marquette.—A school will be built for the Catholic Society. Write Charlton, Gilbert & Demar, archs.

MINNESOTA.

Ruthton will build a school-house. Write W. L. Dow, arch., Sioux Falls, So. Dak.

Pine City will vote on the proposition to provide better school facilities.

Minneapolis will issue $200,000 worth of bonds for school purposes.

Goodhue will build a school-house. Write John McHugh, clk., school board;

Fairmont will erect two school-houses. Write C. H. Patsche, arch.

Harris will erect a school building. Write Omeyer & Thori, archs., St. Paul.

Duluth will erect a normal school. Write Palmer, Hall & Hunt, archs., Duluth.

(To be continued.)

Literary Notes.

McClure's for November presents a character sketch of Theodore Roosevelt as its leading article. "The Inner History of Admiral Sampson's Campaign" is taken largely from hitherto unpublished dispatches, and gives an account of many things until this time unknown.

Mr. H. J. W. Dane portrays "The Mystery of Vesuvius" as it was exhibited to him in his own recent explorations of the volcano.

Henry Holt & Co. announce for early publication a richly illustrated book for nature lovers with the unpretentious title *An Elementary Botany.* It is written by Prof. George F. Atkinson, of Cornell, and contains over 500 pictures. The earlier chapters trace physiological processes, one by one thru an ascending series of typical plants; the morphology of these plants

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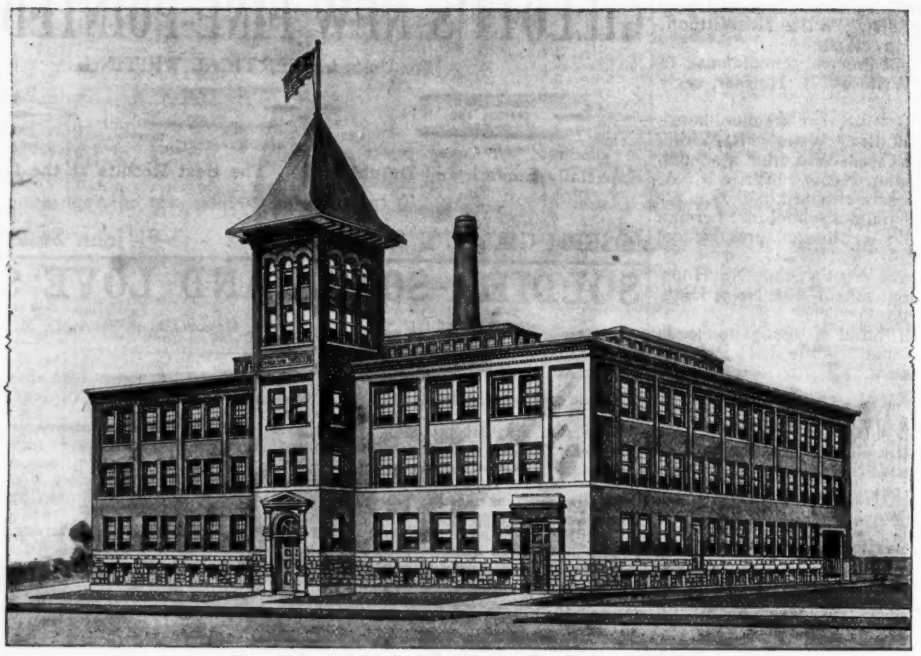
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One of the great business events of the summer of 1898 in Michigan was the opening of the magnificent new building of the Jackson Corset Company. This structure, on West Cortland street, bore, in honor of the occasion, at the top of the flagstaff which surmounts the high tower, a beautiful American flag, whose starry folds told of the American pluck, energy, and enterprise that had made the business a conspicuous success. The opening was conducted by and under the auspices of the Employees' Mutual Benefit Association, and was attended by the officers of the company, the 250 employees, and a large number of invited guests. The interior was decorated with flags, palm trees, flowering plants, etc., while music from a band swelled thru the rooms. The brilliant scene must have filled the hearts of the managers with pride.

The new building, which is shown in the illustration, was carefully planned for the convenience of the work and the comfort of the employees, and the company is now well equipped to supply the large demand for its lines of waists and corsets.

The question naturally arises, How did the firm attain this enviable success? From small beginnings—the old, old story with so many great and successful American enterprises—the Jackson Corset Company has steadily grown. The company was organized May 31, 1883. The operating-room was 22 x 60 feet long, with one table of twenty-five single needle machines. It was uphill work at first and the managers found it necessary to adopt some new method of improvement in the line of manufactures. They invented and made the first combination of waist and corset and brought out the now celebrated Genuine Jackson Corset Waist, patented February 23, 1886. From that date business increased and more room was demanded and added until 1896, when it was found necessary to provide for larger quarters. Therefore the present site of eight rods square of land was secured and the new factory, which covers three-fourths of the entire space, erected.

The success of this company is due to alertness as to the changing conditions of trade, to the advantages of up-to-date machinery, and to superior results to be obtained from the use of reliable materials and trained operators. When the Genuine Jackson Corset Waist was first placed upon the market there were many who predicted that it would not find favor with the American trade. However every criticism was noted, also every favorable comment and every possible opportunity to improve the waist. This experience was put into practice, and the beginnings of a great success were thus planted on solid foundations. All the changes were made after actual tests in wearing the goods; the living models were utilized with telling effect. Gradually the Genuine Jackson Corset Waist forged to the front and with a position at once unique and impregnable.

During this period the Jackson Corset Company were getting ready for the next great development in the expansion of their business—the sending out of a new corset. The same painstaking, cautious and energetic policy which had made the Jackson Corset Company the great waist manufacturers has added another victory, and to-day "J. C. C." corsets are taking hold in the trade in a manner that presages a great future.

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is then taken up, the treatment of the flowering groups forming an introduction to plant analysis.

Chaplain H. A. Brown, of the Rough Riders writes for the *Sunday School Times* of October 22, on how war affects a soldier's character. He tells why he believes that war is not an unmixed evil.

Lieut. Richmond Pearson Hobson is writing for *The Century's* new war series of articles a full account of his adventures in connection with the sinking of the Merrimac.

Prof. E. S. Morse, who is widely known as a scientist and traveler, writes for *Appleton's Popular Science Monthly* for November, an account of the origin of the peoples which originally settled middle America.

The November number of *Frank Leslie's* has the opening chapters of a new serial story by Egerton Castle.

The Critic publishes in its November number an account of the home and working habits of Paul Leicester Ford, author of "The Hon. Peter Stirling." Mr. Ford was brought up in a library of 100,000 books and periodicals, which was partly the foundation for the success he has attained. Mr. Lindsay Swift writes the sketch in *The Critic*. A portrait of Mr. Ford and a photograph of his library also are given.

Miss Mary E. Wilkins' new serial in the *Ladies' Home Journal*, "The Jamesons in the Country," is a humorous story of an up-to-date city woman who attempts to reform a quiet village and educate the inhabitants up to the latest fads of the city.

Dr. Hamilton W. Mabie, editor of the *Outlook*, gives an interesting review in the November *Atlantic* of the early educational and intellectual progress in this country, especially the rapid strides made in the West. He describes the progressive colleges of that section of the country and notes the evidences of the forward movements in art, literature, and science.

"The Burning of the Sarah Sands," which will appear in *The Youth's Companion* of Nov. 10, is a story of the valor of a few troopers on a burning transport.

The November *Century* gives Lowell's impressions of Spain, taken from hitherto unpublished official despatches sent by him when he was American minister at Madrid. It is a timely article.

"The Confessions of Three School Superintendents" in the November *Atlantic* will be read with much interest by the teachers of the country. They give an exposure of many of the abuses connected with the school systems, the appointment of teachers and the management of schools.

Sidney Whitman, an English writer of note, contributes his impressions of Bismarck to the November *Harper's*. Mr. Whitman enjoyed the personal acquaintance of the Iron Chancellor, and so is well qualified to speak concerning him.

The Chautauquan for November has the beginning of a new serial, "The Barrys," by Mr. Shaw Bullock. The scene is laid in a little town in Ireland, and the scenery, home life, and people are depicted as seen thru the London eyes of Frank Barry, the hero.

A new volume of poems by Miss Helen Hay, daughter of Secretary of State Hay, will soon be published by the firm of Duckworth, London.

Frank Leslie's changes to standard magazine form with the November number, and is reduced to $1.00 a year. Mrs. Frank Leslie will edit the magazine.

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The Century Cover Designs.

The November *Century* is to have a novelty in the way of a colored cover designed by Grasset, the famous poster-maker of Paris. He has pictured Alexander the Great on his steed "Bucephalus," to mark the opening of Professor Benjamin Ide Wheeler's serial "Life of Alexander," which will be a feature of the magazine during the coming year. The great gray war-horse is represented in the immediate foreground, reined in until he has almost fallen on his haunches. On his back is the determined young Alexander, in rich trappings of gold and purple. The background is a typical Macedonian scene, with stately temples and palaces showing thru the foliage. In the distance are the purple Olympian mountains. The colors are quiet but rich, like old tapestries. The cover for the December *Century*, which will also be printed in colors, has been designed by the eminent French artist Tissot, who painted the famous illustrations for the "Life of Christ."

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